

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

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

Board of Education Agenda
April 14, 2026

PUBLIC PARTICIPATION GUIDELINES

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

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

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

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

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

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

1. Collective bargaining matters – discussion with negotiators Trent Allen, Chief of Staff, and Daniel Thigpen, Chief of Human Resources, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

D. APPROVAL OF MINUTES

1. Minutes - March 24, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for March 24, 2026, regular meeting, pages 2749-2753.

2. Minutes - March 26, 2026, special meeting

Action: The superintendent is recommending that the board approve the minutes for March 26, 2026,

special meeting, page 2754.

E. RECOGNITIONS - 6:35 p.m.

1. Adult Education Week (Schnepp)

Action: The superintendent is recommending that the board adopt Resolution No. A-465, recognizing the week of April 19-25, 2026, as Adult Education Week.

2. California School Bus Driver's Appreciation Day (Henry)

Action: The superintendent is recommending that the board adopt Resolution No. A-466 proclaiming April 28, 2026, as California School Bus Driver's Appreciation Day.

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

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

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

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

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

Action: The administration recommends that the consent calendar, H-1 through H-5, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. Personnel Report

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence, separations, pre-retirement reduced workload and job description/salary range change.

2. Purchasing Report

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

3. Notices of Completion

The superintendent is recommending that the board approve the notices of completion.

4. Surplus Property

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

5. Gifts

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

I. CONSENT CALENDAR (continued, if necessary)

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

J. BUSINESS ITEMS

1. Instructional Materials Adoptions (Dale) - 7:25 p.m.

Discussion: The superintendent is recommending that the board discuss new instructional materials adoptions. Action anticipated: April 28, 2026.

2. Strategic Plan Update (Allen) - 7:45 p.m.

Report: The superintendent is recommending that the board receive a report regarding rollout and implementation of the district's strategic plan.

3. Technology Update (Skibitzki) - 8:00 p.m.

Report: The superintendent is recommending that the board review the technology update.

4. Adoption of the 2026 Level I Developer Fee Justification Study (Camarda) - 8:15 p.m.

Action: The superintendent is recommending that the board adopt Resolution No. 4258, accepting the 2026 Level I Developer Fee Justification Study and the California Environmental Quality Act (CEQA) exemption.

5. Public Hearing: Adoption of Increase in District Developer Fees (Camarda) - 8:25 p.m.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing to solicit public comment and adopt Resolution No. 4259, updating the district's statutory developer fees pursuant to Education Code section 17620 and declaring the change in fees as exempt from the provisions of California Environmental Quality Act (CEQA).

6. Nomination for Sacramento County Treasury Oversight Committee (Board) - 8:30 p.m.

Discussion/Action: The board may wish to submit a nomination for the School and Community College Districts Representative to the Sacramento County Treasury Oversight Committee.

7. Proposed Board Meeting Dates 2026-2027 (Board) - 8:35 p.m.

Action: The superintendent is recommending that the board review and approve the proposed board meeting dates for the 2026-2027 school year.

K. BOARD REPORTS - 8:40 p.m.

L. FUTURE AGENDA - 8:50 p.m.

1. Tentative future agenda items

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

M. CLOSED SESSION (continued, if necessary)

Announcement of topics/announcement of actions.

N. ADJOURNMENT - 8:55 p.m.

NOTE: The times indicated are approximate.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we

ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3).

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

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

Mission Statement

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

San Juan Unified Land Acknowledgement

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

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



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

Board of Education Minutes
March 24, 2026

Regular Meeting
Board of Education
6:30 p.m.

Open Session/Call to Order/Pledge of Allegiance (A)

At 6:30 p.m., the March 24 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website. Four members of the Del Campo High School Jr. ROTC led the group in the Pledge of Allegiance.

Roll Call

Present:

Tanya Kravchuk, president
Manuel Perez, vice president
Nick Bloise, clerk
Zima Creason, member
Abid Stanekzai, member
Pam Costa, member
Ben Avey, member

Minutes Approved (B)

It was moved by Mr. Perez, seconded by Mr. Stanekzai, that the minutes of the March 10 regular meeting be approved. MOTION CARRIED 6-0-1 [AYES: Perez, Bloise, Creason, Stanekzai, Costa, Avey; NOES: None; ABSTAIN: Kravchuk].

Recognition: School Library Month (C-1)

It was moved by Ms. Creason, seconded by Mr. Avey, to adopt Resolution No. A-463, recognizing the month of April as School Library Month. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Recognition: Week of the Young Child (C-2)

It was moved by Ms. Costa, seconded by Mr. Stanekzai, to adopt Resolution No. A-464, proclaiming the week of April 11-17, 2026, as the Week of the Young Child. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

High School Student Council Reports (D-1)

High School Student Council representatives Naina Jaduram and Carolyn Hurd from Bella Vista High School and Mapalo Kateule and Maddie Hollander from Rio Americano High School updated the board on the goals, activities and achievements at their respective schools.

Employee Organizations (D-4)

Barry Roth, president of the San Juan Teachers Association (SJTA), spoke about the district's excessive and unnecessary over-noticing of layoffs.

Visitor Comments (E)

Samantha Moses, Hailey Paquette and Liz Smith shared information about the upcoming Every Mile Matters event benefiting the Kids Helping Kids organization at Del Campo High School.

Nathaniel Haven shared concerns about safety issues in a kindergarten class at Pershing Elementary School.

Dream Gustavsson expressed concerns about a kindergarten class at Pershing Elementary School.

Consent Calendar Approved (F-1/F-11)

It was moved by Mr. Bloise, seconded by Mr. Stanekzai, that the consent calendar items F-1 through F-11 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Personnel Report (F-1)

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

Purchasing Report (F-2)

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

Financial Report (F-3)

Warrants and payroll – approved as submitted.

Notices of Completion Report (F-4)

Notices of completion – approved as submitted.

Surplus Property Report (F-5)

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

Gifts (F-6)

Acceptance of gift to Lichen TK-8 School.

New High School Courses for 2026-2027 (F-7)

Approval of the following new high school courses for 2026-2027 – Arts: Commercial Music/Modern Band; Jazz Choir; Mariachi Ensemble; Musical Theater; Percussion Ensemble; and Electives: Personal Finance; Philosophy; Project Management. (Discussed: 03/10/2026).

Head Start and Early Head Start Grant Application 2026-2027 (F-8)

Approval of the submission and implementation of, if funded, the Head Start and Early Head Start Grant 2026-2027.

James Cowan Fundamental Elementary School Site Security Project CEQA Notice of Exemption and Categorical Exemption (F-9)

Approval of the California Environmental Quality Act (CEQA) Notice of Exemption and Categorical Exemption for the James Cowan Fundamental Elementary School site security project.

Green Oaks Fundamental Elementary School Site Security Project CEQA Notice of Exemption and Categorical Exemption (F-10)

Approval of the California Environmental Quality Act (CEQA) Notice of Exemption and Categorical Exemption for the Green Oaks Fundamental Elementary School site security project.

Ratification of Committee Member (F-11)

Ratification of the appointment of Michael Roach to the Facilities Committee.

E-Transportation Devices and Student Safety (H-1)

Chief of Staff Trent Allen introduced the topic, explaining it provides an opportunity for the board to discuss interests around student use of e-transportation devices on school grounds. Mr. Allen then introduced Director of Safe Schools Michael Jones, who gave a presentation on the different types of e-transportation devices, current laws related to age and licensing requirements, current district safety efforts, and approaches taken by neighboring school districts. Mr. Jones

outlined three options for the board's consideration: (1.) maintaining current efforts; (2.) restricting specific classes of devices; or (3.) restricting all devices. Mr. Jones concluded with next steps.

Board members made comments, expressing broad agreement that action is needed to address the issue. While board members widely viewed option 2 as the most practical starting point, some board members remained open to stricter measures if supported by further analysis. Board members raised concerns about limiting e-transportation access for students without alternative options. Board members also expressed interest in pairing any policy changes with an educational campaign for students, parents and staff, potentially in collaboration with community partners. Mr. Perez expressed support for an educational campaign, noting that action is necessary and sharing personal experiences from his work shifts. Mr. Avey supported option 2 as a starting point, commenting on the need for an educational campaign, in partnership with law enforcement, and gathering additional input. Mr. Stanekzai also expressed support for option 2. Ms. Creason acknowledged the need to address the issue while she emphasized the importance of not creating barriers for students, supported an educational program, and raised questions about licensing requirements, enforcement and the potential registration of e-transportation devices on campuses. Mr. Bloise supported option 2, particularly in light of the limited transportation options, unless data ultimately supports option 3. Ms. Costa noted that the listening circles will be critical to understanding the impact of any decisions and expressed support for an educational campaign. Ms. Kravchuk raised questions about high school age requirements and license enforcement, and she shared that while she is not opposed to option 3, if supported by parent input, that she supported option 2 and favored including Class 2 devices for simplicity and ease of enforcement. Ms. Kravchuk also highlighted the need for creative enforcement strategies, noted that related legislation may be forthcoming and shared that community partners, including Parks and Recreation and the California Highway Patrol, are facing similar issues and could collaborate on an educational campaign, leveraging shared resources to build community buy-in. Superintendent Bassanelli stated that the discussion provided clear direction to staff regarding the board's interests and that a recommendation will be brought forward following a spring community engagement process to gather input from students, families and staff.

Resolution No. 4255: Authorizing the Issuance and Sale of 2026 General Obligation Refunding Bonds in an Aggregate Principal Amount Not to Exceed \$105,000,000 to Refund Outstanding General Obligation Bonds and Approving Related Documents and Actions (H-2)

Chief Financial Officer Joel Ryan presented the item and then introduced Isom Advisors Principal Jason List and Raymond James Financial Inc. Managing Director Brett Lee who gave a presentation about the advance refunding of general obligation bonds, which is a process that will ultimately result in savings to district taxpayers, and the proposed issuance and sale of Measure P (2016) general obligation bonds to fund capital projects previously authorized by voters. Board members made comments and posed questions, which Mr. List and Mr. Lee addressed. Ms. Creason inquired about the current state of the bond market. Mr. Bloise expressed excitement about the bond's performance and how it will benefit taxpayers. Ms. Kravchuk thanked the bond team and inquired about *The Bond Buyer* publication.

It was moved by Mr. Bloise, seconded by Mr. Perez, to adopt Resolution No. 4255, authorizing the issuance and sale of 2026 general obligation refunding bonds in an aggregate principal amount not to exceed \$105,000,000 to refund outstanding general obligation bonds and approving related documents and actions. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Resolution No. 4254: Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016, Series 2026 in an Aggregate Principal Amount Not to Exceed \$100,080,000 and Approving Related Documents and Actions (H-3)

Mr. Ryan presented the topic, referencing information from the previous agenda item. Mr. Avey acknowledged the established trust between the district and the bond team.

It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. 4254, authorizing the issuance and sale of general obligation bonds, election of 2016, series 2026, in an aggregate principal amount not to exceed \$100,080,000 and approving related documents and actions. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

Public Hearing No. 1: Sunshine Charter School Petition (H-4)

Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., presented the item explaining that Sunshine Charter School is a proposed new charter school seeking to operate within San Juan Unified boundaries, the petition requests a five-year term from July 1, 2026, through June 30, 2031, and the district's charter review team is currently conducting a thorough review of the petition. Dr. Oaxaca introduced Mr. Sami Nabizada, founder and CEO of Sunshine Charter School, who presented an overview of the school explaining that the focus of the charter is to deliver an academically rigorous,

culturally responsive, and multilingual education to students in grades transitional kindergarten through eighth grade. Mr. Nabizada stated that the charter school is designed to serve the diverse communities of the greater Sacramento region, with a particular emphasis on students from immigrant and refugee backgrounds, including Farsi-Dari and Pashto-speaking families. Mr. Nabizada discussed the anticipated student population, two academic pathways, accountability measures and student supports, parent partnerships, and independent governance and compliance. ICON School Management Chief Operating Officer Roy Kim provided information regarding financial planning and facilities.

Ms. Kravchuk declared the topic of the Sunshine Charter School petition a public hearing and invited the public to speak.

Visitor Comments:

Ajmal Safi expressed support for the charter school petition.

Hakim Hussaini expressed support for the charter school petition.

Amir Razavi expressed support for the charter school petition.

Jafar Wahidi expressed support for the charter school petition.

Soleiman Rahel expressed support for the charter school petition.

Hayatullah Niazi expressed support for the charter school petition.

Gulshan Yusufzai expressed support for the charter school petition.

Mustafa Rahmani expressed support for the charter school petition.

Sayed Majtobole expressed support for the charter school petition.

Frozan Nikzad expressed support for the charter school petition.

Bismallah Jan Basim expressed support for the charter school petition.

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

Board members engaged in a lengthy discussion, making comments and posing questions, which Mr. Nabizada and Mr. Kim addressed. Mr. Stanekzai inquired about enrollment numbers, teacher-to-student ratios, the language of instruction, potential conflicts of interest and special education. Mr. Avey asked about financial projections, facilities (including budget, tenant improvements and playground size), as well as special education, the instructional model and credentialed teachers. Ms. Costa posed questions about curriculum and instructional materials, including who is involved in the selection process. Ms. Creason recognized and supported the need for the school, emphasizing the importance of resources and funding, and she also expressed trust in the district's charter review process. Mr. Bloise inquired about the inclusion of non-native speakers and special education. Ms. Kravchuk referenced her past experience with her own children in a similarly modeled Ukrainian charter school, noting the importance of preserving culture and identity. Ms. Kravchuk cited concerns related to special education, facilities, certificated personnel, finances and overall planning, and she also inquired about physical education minutes, the structure of transitional kindergarten and eighth grades, and support for non-native speakers. Action was scheduled for May 26.

Board Reports (I)

Mr. Bloise reported that he, along with Superintendent Bassanelli, participated in the Read Across America event at Cameron Ranch Elementary School, where they also visited the ILS classes, campus garden and school library. Mr. Bloise also shared that the Special Education Community Advisory Committee (CAC) You Light the Way awards will take place on April 8.

Mr. Avey reported that he visited Orangevale Open K-8 and Carnegie Middle School as part of his annual visits to schools in his trustee area, and he also attended the Kyle Taylor EKG clinic at Rio Americano High School, which offered free heart screenings for students.

Ms. Kravchuk reminded the community about the upcoming Kids Helping Kids Every Mile Matters event, provided information about the recent Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) meeting,

and reported that she, along with Ms. Creason, participated in Legislative Action Week hosted by the California School Boards Association (CSBA). Ms. Kravchuk also thanked Mr. Perez for filling in for her at the last board meeting.

Future Agenda (J)

There were no items added to the future agenda.

Adjournment (K)

At 9:45 p.m., there being no further business, the regular meeting was adjourned.

Tanya Kravchuk, Board President

Melissa Bassanelli, Secretary

Approved: _____

:sc

DRAFT



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

Board of Education Minutes
March 26, 2026

Special Meeting – Board Workshop

Board of Education
5:30 p.m.

Open Session/Call to Order (A)

At 5:39 p.m., the March 26 special meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person.

Roll Call

Present:

Tanya Kravchuk, president
Manuel Perez, vice president
Nick Bloise, clerk
Zima Creason, member
Abid Stanekzai, member
Pam Costa, member
Ben Avey, member

Workshop: Board Self-Evaluation (B-1)

Board members and Superintendent Bassanelli took part in a workshop to review and discuss the results of the board self-evaluation, which was facilitated by California School Boards Association (CSBA) Governance Educator Luan Burman Rivera.

Adjournment (C)

At 9:09 p.m., there being no further business, the special meeting was adjourned.

Tanya Kravchuk, Board President

Melissa Bassanelli, Secretary

Approved: _____
:sc

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

AGENDA ITEM: E.1

MEETING DATE: 04/14/2026

SUBJECT: Adult Education Week (Schnepp)

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. A-465, recognizing the week of April 19-25, 2026, as Adult Education Week.

RATIONALE/BACKGROUND:

San Juan Unified is committed to fostering lifelong learning and meeting the diverse educational and workforce needs of adult learners and high school students in our community. Adult Education Program plays a vital role in expanding opportunities for personal growth, career advancement, and civic engagement through high-quality, evidence-based instruction that supports a range of learning styles and promotes student success. In recognition of the program's impact, San Juan Unified proclaims the week of April 19-25, 2026, as Adult Education Week. This resolution honors the meaningful contributions of the dedicated staff and volunteers who provide essential services to adult learners across our community.

ATTACHMENT(S):

1. [Resolution No. A-465](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

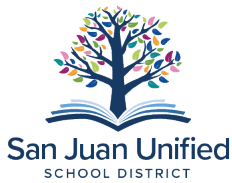
Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY: Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs

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



**SAN JUAN UNIFIED SCHOOL DISTRICT
Resolution No. A-465**

**Adult Education Week
April 19 - 25, 2026**

WHEREAS, Adult Education Week is April 19-25, 2026; and

WHEREAS, the first recorded adult education class in California was held in the basement of St. Mary’s Cathedral in San Francisco in 1856. The San Francisco Board of Education authorized the class to teach English as a second language to Irish, Italian, and Chinese immigrants. John Swett, who was the first volunteer teacher for the class, later became a State Superintendent of Public Instruction, and

WHEREAS, adult education schools have been utilized on numerous occasions to assist the state as it dealt with significant social, political, and economic issues through job training programs during World War II, immigration reform of the 1980s, and the Great Recession; and most importantly the impact of COVID-19; and

WHEREAS, adult education in California overcame its biggest challenges as a result of the severe economic crisis facing both the state and the nation in 2008-2009, as funding that was reserved for adult education was redistributed to other levels of education; and

WHEREAS, San Juan Unified Adult Education successfully serves the surrounding communities through its collaboration with its community college partners and community-based organizations through the Adult Education system, and

WHEREAS, San Juan Unified Adult Education provides significant and varied classes and programs to serve the surrounding communities, including courses in healthcare training, computer technologies training, job preparation classes, high school diploma and equivalency programs, English as a second language (ESL) classes, citizenship classes, and more; and

THEREFORE, BE IT RESOLVED that the board and superintendent strongly support Adult Education Week and acknowledge April 19-25, 2026, as California Adult Education Week.

Attested to this 14th day of April 2026

Tanya Kravchuk, President

Melissa Bassanelli, Superintendent of Schools

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Abid Stanekzai, Member

Pam Costa, Member

Ben Avey, Member

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

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

AGENDA ITEM: E.2

MEETING DATE: 04/14/2026

SUBJECT: California School Bus Driver's Appreciation Day (Henry)

DEPARTMENT: Human Resources

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. A-466 proclaiming April 28, 2026, as California School Bus Driver's Appreciation Day.

RATIONALE/BACKGROUND:

Annually, on the fourth Tuesday of April, the State of California officially recognizes all school bus drivers for their continued and excellent services to the youth of the State. The district's bus drivers are deserving of special public recognition and the highest commendations; thus, the district also traditionally adopts a resolution proclaiming the fourth Tuesday of April as School Bus Driver's Appreciation Day.

ATTACHMENT(S):

1. [Resolution No. A-466](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Cloris M. Henry, Ed.D., Senior Director, Human Resources

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

**Resolution No. A-466
CALIFORNIA SCHOOL BUS DRIVER’S APPRECIATION DAY
April 28, 2026**

WHEREAS, annually, on the fourth Tuesday of April, the people of California should officially recognize all school bus drivers for their continued and excellent services to the youth of the State, and these drivers are deserving of special public recognition and the highest commendations; and

WHEREAS, the safety of our children rests in the hands of trained school bus drivers for up to two or three hours each school day; and

WHEREAS, personal time and energy are expended by school bus drivers in their initial training, maintaining a current license, perfecting their driving skills, and accruing added knowledge of school bus laws through continuing education classes; and

WHEREAS, school bus drivers, through counseling and disciplinary techniques, are sometimes asked to assist the students in appropriate interactive peer and adult behavior; and

WHEREAS, school bus drivers often face natural and unexpected hazards in the performance of their duties; and

WHEREAS, school bus drivers exhibit patience and kindness toward students, parents, and school staff in the performance of their duties; and

WHEREAS, school bus drivers consistently demonstrate an awareness of, and direct attention to, the mechanical maintenance of the school bus and safety conditions of the school bus routes; and

WHEREAS, many school bus drivers perform their services for thousands and thousands of accident- free miles, year after year.

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education hereby proudly proclaims April 28, 2026, as California’s School Bus Driver’s Appreciation Day to be celebrated by the district and community.

Attested to this
14th Day of April, 2026

Melissa Bassanelli
Superintendent of Schools

Tanya Kravchuk, President

Manuel Perez, Vice President

Nick Bloise, Clerk

Zima Creason, Member

Abid Stanekzai, Member

Pam Costa, Member

Ben Avey, Member

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

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

AGENDA ITEM: H.1

MEETING DATE: 04/14/2026

SUBJECT: Personnel Report

DEPARTMENT: Human Resources

ACTION REQUESTED:

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence, separations, pre-retirement reduced workload and job description/salary range change.

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Personnel Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

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

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

1. APPOINTMENTS

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Escobar, Wendy	Prob	Elementary Paraeducator	Dyer-Kelly	03/11/26
New Hire	Ferland, Erik	Prob	Occupational Therapist	Special Ed - Kenneth	03/16/26
New Hire	Geach, Diego	Prob	Expand Learn Prog Asst	Pupil Personnel Services	03/18/26
New Hire	O'Sullivan, Evan	Prob	Expand Learn Prog Asst	Pupil Personnel Services	03/23/26
New Hire	Thompson, Veja	Prob	Instructional Assistant III	Greer	03/16/26

2. LEAVES OF ABSENCE

MANAGEMENT

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Huddleston, Tabitha	Perm	Ed Rel Mental Health Therpst	LSC Region 2	03/02/26 04/17/26

SUPERVISORY

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Seidel, Kelli	Perm	Nut Svcs Supervisor Spec	Nutrition Services	02/26/26 06/09/26

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	D'Alquen, Chana	Perm	Teacher Kindergarten	Cambridge Heights	03/09/26 06/30/26
Paid	Hall, Jessica	Perm	Teacher Grade 3	Arlington Heights	03/09/26 06/30/26
Paid	Miller, Kimberly	Perm	Tch-Grad 7/8	Starr King	02/02/26 06/30/26
Paid	Nadeau, Melissa	Prob	Tch-Resource Spec K/12	Northridge	02/23/26 03/31/26
Paid	Ramos Khalasi, Rosa	Perm	Tch-Grad 9/12	Rio Americano	03/09/26 06/30/26
Paid	Timothee, Natassia	Perm	TCH-CDPT	General Davie	01/28/26 05/31/26

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Amen, Awatif	Perm	Child Dev Assist-School Age	Gold River ECE	01/27/26 06/30/26
Paid	Pedro, Elizabeth	Perm	Child Dev Assist-School Age	Mariemont ECE	01/20/26 03/31/26
Paid	Rodriguez, Fernando	Perm	School Community Specialist	Howe Avenue	02/13/26 04/22/26
Paid	Snider, Stephanie	Perm	Nutrition Services Worker II	Cottage	01/15/26 03/31/26
Paid	Tavares, Joseph	Perm	Custodian	Rio Americano	03/05/26 06/30/26
Paid	Werderman, Tulay	Perm	Non-Instr Supp Aide	Coleman ECE	01/06/26 06/30/26
Paid	Yasonia, Christie	Perm	Nutrition Services Worker I	Mesa Verde	03/02/26 04/10/26
Paid	Zhdanyuk, Oksana	Perm	Instructional Assistant II	Mariposa	03/04/26 06/02/26
Unpaid	Ghiasy, Hakima	Prob	School Playground Rec Aide	Whitney Avenue	03/05/26 04/30/26
Unpaid	King, Jailen	Perm	Instructional Assistant II	Carmichael	03/03/26 04/03/26

3. SEPARATIONS

CERTIFICATED SUPERVISORY

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Shelton, Kendra	Perm	Principal, Elementary	Pershing	06/18/26

CLASSIFIED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Alberti, Jordan	Prob	Expand Learn Prog Asst	Pupil Personnel Services	03/12/26
Resignation	Currie, Kellie	Prob	Nutrition Services Worker II	Nutrition Services	03/17/26
Resignation	Diaz, Jacqueline	Prob	School Playground Rec Aide	Cowan	03/11/26
Resignation	La Marr, Christopher	Prob	Instructional Assistant I	Earl Legette	03/16/26
Retirement	Gutierrez-Odich, Nubia	Perm	Sch/Comm Interv Asst	General Davie	03/31/26

4. PRE-RETIREMENT REDUCED WORKLOAD

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Pre-Retirement	Avery, Mary	Perm	Lang/Speech/Hrg Spec	Orangevale	08/11/26
Pre-Retirement	Baker, Kristin	Perm	Tch-GRAD 7/8	Arcade	08/11/26

4. PRE-RETIREMENT REDUCED WORKLOAD (Continued)

CERTIFICATED

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Pre-Retirement	Chahal, Reet	Perm	Tch-Site Res: Elem Intrnv	Pershing	08/11/26
Pre-Retirement	d'Alquen, Chana	Perm	Tch-Kindergarten	Cambridge Heights	08/11/26
Pre-Retirement	Fox, Michelle	Perm	Tch-English Lang Dev	Skycrest	08/11/26
Pre-Retirement	Franz, Catherine	Perm	Tch-GRAD 7/8	Arden	08/11/26
Pre-Retirement	Garman, K. Andrea	Perm	Tch-GRAD 9/12	Bella Vista	08/11/26
Pre-Retirement	Grueneberger, Brenda	Perm	Tch-GRAD 9/12	Mira Loma	08/11/26
Pre-Retirement	Kozaiku, Gail	Perm	Tch-PreSchool	Skycrest ECE	08/11/26
Pre-Retirement	Long, Jill	Perm	Tch-English Lang Dev	Mariposa	08/11/26
Pre-Retirement	Marotte, Michael	Perm	Tch-GRAD 7/8	Arden	08/11/26
Pre-Retirement	May, Sharon	Perm	Tch-GRAD 7/8	Carnegie	08/11/26
Pre-Retirement	McGovern, Jill	Perm	Tch-Resource Spec K/12	Trajan	08/11/26
Pre-Retirement	Meyer, Joyce	Perm	Teacher Grade 2	Pasadena	08/11/26
Pre-Retirement	Morettini, John	Perm	Tch-Site Res: Elem Intrnv	Greer	08/11/26
Pre-Retirement	Posner, Chad	Perm	Tch- GRAD 9/12	Mira Loma	08/11/26
Pre-Retirement	Props, Sharon	Perm	Tch- GRAD 9/12	Del Campo	08/11/26
Pre-Retirement	Simin, Susan	Perm	Tch-Transitional Kindergrtn	Trajan	08/11/26
Pre-Retirement	Troppmann, Laura	Perm	Tch-GRAD 9/12	Mesa Verde	08/11/26
Pre-Retirement	Winter, Mar Jo	Perm	Tch-GRAD 7/8	Carnegie	08/11/26
Pre-Retirement	Yilmaz, Irina	Perm	Tch-GRAD 9/12	Mesa Verde	08/11/26

5. JOB DESCRIPTION / SALARY RANGE CHANGE

CERTIFICATED

<u>Class Title</u>	<u>Unit</u>	<u>New/Update</u>	<u>Old Salary Range</u>	<u>New Salary Range</u>	<u>Effective Date (s)</u>
Tch- Eng Lang Dev	SJTA	Update	N/A	N/A	04/15/26



JOB DESCRIPTION

Position Code: Tch-ELD
Bargaining Group: SJTA
Salary Range: CERTIFICATED
Work Calendar: 02
Page 1 of 3

POSITION TITLE: TEACHER – ENGLISH LANGUAGE DEVELOPMENT
POSITION CODE: ~~014~~

DEFINITION: Under administrative supervision, provides support to English learners in their development of English skills.

DIRECTLY RESPONSIBLE TO: Site administrator or designee

SALARY SCHEDULE: Certificated

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

1. Teach in accordance with the approved courses of study and at a rate and level commensurate with established student progress expectations, using adopted textbooks, **standards**, and other instructional materials authorized for such courses
2. Utilize a variety of instructional strategies to respond to students' diverse needs while still being cognitively challenging
3. Establish a classroom environment that is safe and supportive, where risk taking is encouraged, where students feel free to contribute their ideas, and where teacher and student interactions are respectful and polite
4. Provide clear behavior expectations for students and monitor student behavior throughout the class and school campus
5. Use information about individual students as well as their academic strengths, needs, and progress to plan instruction that addresses the instructional and emotional needs of all students
6. Closely monitor student learning in order to understand how students are progressing toward the learning objectives and utilize this information to appropriately plan/modify lessons
7. Provide students with instructive and timely feedback that will move their learning forward and communicate student progress to families and appropriate staff
8. Serve as a resource in identifying appropriate instructional strategies and interventions to improve achievement for all students
9. Responsible for ~~California English Language Development Test (CELDT)~~ **English Language Proficiency Assessments for California (ELPAC)** testing and reporting
10. Maintain all district and state required records for English Language Development (ELD) **programs and English learner (EL)** students, under the direction of district staff
11. Monitor the academic progress of all ELD students; recommend level changes and reclassification as appropriate
12. Coordinates **Support English Learner Action Advisory** Committee (ELAC) meetings
13. Communicate with staff, students, and parents regarding the progress of ELD students
14. Support and cooperate with colleagues in order to promote a professional school culture
15. Attend professional meetings such as staff meetings and professional development
16. Attend student focused meetings such as Individualized Education Program (IEP) meetings, 504 meetings, and parent conferences
17. Follow established policies and procedures for reporting incidents such as child abuse, substance abuse, harassment, and violence

18. Perform basic attendance accounting and business services as required
19. Prepare forms, records, and reports as directed
20. Operate standard office and classroom equipment, including a computer, assigned software and assistive devices
21. Perform other non-instructional duties according to district policies and procedures
22. Plan *for and assist in*, coordinate *ing* and evaluate *the* work of aides, teacher *instructional* assistants or other paraprofessionals

QUALIFICATIONS:

Education and Experience:

Bachelor's degree from an accredited college or university

Licenses and Certifications

Possession of a valid California credential, or equivalent, which authorizes teaching of the assigned subjects/students; English Learner Authorization

Knowledge, Skills, and Abilities *and Personal Characteristics*:

Knowledge of the fundamental principles and accepted practices, current trends, literature and research related to the grade(s) and courses taught; knowledge of teaching strategies and classroom management; knowledge of applicable laws, codes, regulations, policies and procedures; knowledge of record-keeping and report preparation techniques; ability to plan, organize, prioritize and manage time; ability to communicate effectively with students, parents, peers, administrators, and other district personnel, both individually and in a group; ability to observe, monitor, and evaluate student progress and behavior; ability to establish and maintain cooperative and effective working relationships with others; possess a positive attitude towards students, learning and teaching; knowledge of assessment tools

Health

Physical and mental fitness to engage in teaching service as certified by a licensed physician, surgeon, or medical officer (CA Education Code Section 44893); evidence of freedom from active tuberculosis (CA Education Code Section 49406)

WORKING CONDITIONS

Work Environment:

Indoor classroom environment; continuous contact with staff, students, and the public; may drive a vehicle to conduct work

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

Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions; sufficient vision to read printed material; sufficient hearing to conduct in-person and telephone conversations; sufficient physical mobility to move about the district and drive a car

TEACHER – ENGLISH LANGUAGE DEVELOPMENT

Page 3 of 3

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 Adopted: August 11, 2015

Revised: TBD

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

AGENDA ITEM: H.2

MEETING DATE: 04/14/2026

SUBJECT: Purchasing Report

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Purchasing Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Laura Fry, Manager, Business Support Services
Nicholas Arps, Director, Facilities, Construction & Modernization
Joel Ryan, Chief Financial Officer

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

March 11, 2026 - March 24, 2026

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
VR26-09471	3/12/2026	School Services of CA	Coaching and Support services	\$ 22,400.00	Human Resources
VR26-09650	3/16/2026	FCMAT	Professional Development	\$ 2,500.00	Fiscal
VR26-09967	3/23/2026	A-Z Bus Sales Inc	2 Blue Bird Buses	\$ 609,518.07	Transportation
PR910648	3/24/2026	Cornell University	Professional Development Training Services	\$ 15,000.00	SPED
PR910627	3/23/2026	Shaker Medical Corporation	Medical consulting	\$ 7,200.00	SPED

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

March 11, 2026 - March 24, 2026

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
BPO26-01011	3/18/2026	Hunt Propane	Propane for school buses	\$ 86,200.00	\$ 90,510.00	\$ 24,024.00	\$ 200,734.00	211 - Transportation

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
PO26-00853	3/18/2026	Everdriven	Transportation services	\$ 65,000.00		\$ 50,000.00	\$ 115,000.00	211 - Transportation
SA26-00050	3/24/2026	Pawar	Transportation services	\$ 425,200.00		\$ 350,000.00	\$ 775,200.00	211 - Transportation

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

Lease Amendments/Change Orders

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

General Contract Change Orders

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

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

March 11, 2026 - March 24, 2026

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

Fund	Date	Piggyback #, Title	Vendor Name	Description	Term
All	3/13/26	RFP# 240402	Liberty Paper / Tips	Contract extension - paper supplies	6/30/27

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

AGENDA ITEM: H.3

MEETING DATE: 04/14/2026

SUBJECT: Notices of Completion

DEPARTMENT: Operations

ACTION REQUESTED:

The superintendent is recommending that the board approve the notices of completion.

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Notices of Completion](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY:

Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY:

Frank Camarda, Chief Operations Officer
Melissa Bassanelli, Superintendent of Schools

Notices of Completion - Board of Education

Attachment 1

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Bobo Construction, Inc.	PO# VR25-12805 Provide all labor, materials, equipment, tools, transportation, and incidentals for new modular classroom and site improvements including grading, paving, utilities, and minor landscape and irrigation for new modular buildings at Greer Elementary School, 1300 Bell Street, Sacramento, CA 95825, located in the San Juan Unified School District. Vendor: Bobo Construction, Inc.	3/5/2026	3/10/2026
Joe's Landscaping & Concrete, Inc.	PO# VR25-12635 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition of the existing playground and flatworks, construction of (1) PC #02-121213 shade structure, construction of (1) play structure, general alteration to site work and fencing, including accessible path of travel upgrades as required, at Choices Charter School, 4425 Laurelwood Way, Sacramento, CA 95864, located in the San Juan Unified School District. Vendor: Joe's Landscaping & Concrete, Inc.	3/5/2026	3/10/2026
Joe's Landscaping & Concrete, Inc.	PO# VR25-12642 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition of the existing playground and flatworks, construction of (1) PC #02-121213 shade structure, construction of (1) play structure, general alteration to site work and fencing, including accessible path of travel upgrades as required, at Encina High School, 1400 Bell Street, Sacramento, CA 95825, located in the San Juan Unified School District. Vendor: Joe's Landscaping & Concrete, Inc.	3/5/2026	3/10/2026
Joe's Landscaping & Concrete, Inc.	PO# VR25-12640 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition of the existing playground and flatworks, construction of (1) PC #02-121213 shade structure, construction of (1) play structure, general alteration to site work and fencing, including accessible path of travel upgrades as required, at Kingswood K-8 School, 5700 Primrose Drive, Citrus Heights, CA 95610, located in the San Juan Unified School District. Vendor: Joe's Landscaping & Concrete, Inc.	3/5/2026	3/10/2026
Joe's Landscaping & Concrete, Inc.	PO# VR25-12633 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition of the existing playground and flatworks, construction of (1) PC #02-121213 shade structure, construction of (1) play structure, general alteration to site work and fencing, including accessible path of travel upgrades as required, at Sunrise Tech Center School, 7322 Sunrise Blvd., Citrus Heights, CA 95610, located in the San Juan Unified School District. Vendor: Joe's Landscaping & Concrete, Inc.	3/5/2026	3/10/2026
Abide Builders, Inc.	PO# VR25-08522 Provide all labor, materials, equipment, tools, transportation, and incidentals for demolition and replacement of landscape and accessible flatwork of interior courtyard; construction of canopy student outdoor learning space and pre-cast benches at Albert Schweitzer Elementary School, 4350 Glenridge Drive, Carmichael, CA 95608, located in the San Juan Unified School District. Vendor: Abide Builders, Inc.	3/5/2026	3/10/2026

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

AGENDA ITEM: H.4

MEETING DATE: 04/14/2026

SUBJECT: Surplus Property

DEPARTMENT: Fiscal Services

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

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

ATTACHMENT(S):

1. [Surplus Report](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY:

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

APPROVED BY:

Melissa Bassanelli, Superintendent of Schools

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

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
General Davie	HP	LaserJet Pro 400-M401dne	Printer	S/N: PHGFB64184	eWaste
Green Oaks	HP	LaserJet 4200/4300 Series	Printer	Asset: 20188756	eWaste
San Juan HS			Refrigerator	N/A	Disposed
San Juan HS			Microwave	N/A	Disposed
La Vista	Brothers		Scanners	S/N: U63954k7g418625	eWaste
La Vista	Brothers		Scanners	S/N: U6395467g418652	eWaste
La Vista	HP	Model: e33	Monitor	N/A	eWaste
Mariposa	Kyocera	Model: e501i	Copier	N/A	eWaste

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

AGENDA ITEM: H.5

MEETING DATE: 04/14/2026

SUBJECT: Gifts

DEPARTMENT: Administration

ACTION REQUESTED:

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

RATIONALE/BACKGROUND:

Acceptance of the following gifts:

Bella Vista High School: from Sacramento Region Community Foundation – for four Dave and Maggie Cox 2026 scholarships: \$12,000.

Camp Winthers: from Carol DeHart – for 30 archery targets: \$400.

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

SUBJECT: Instructional Materials Adoptions (Dale) - 7:25 p.m.

DEPARTMENT: Teaching and Learning

ACTION REQUESTED:

Discussion: The superintendent is recommending that the board discuss new instructional materials adoptions. Action anticipated: April 28, 2026.

RATIONALE/BACKGROUND:

It is essential that students and teachers continue to have access to current, standards-aligned instructional materials that support rigorous, meaningful teaching and learning. To address this need, the Professional Learning and Curriculum Innovation department recruited teachers and community members to review and recommend new instructional materials. This presentation includes the following key information:

- The process committees used to review instructional materials and arrive at each recommendation.
- Information about the specific recommendations, and feedback from pilot.
- Plans to support implementation of adopted materials.

ATTACHMENT(S):

1. [Presentation](#)
2. [Report IIs: History - Social Studies](#)
3. [Report IIs: Math](#)
4. [Report IIs - World Languages](#)

BOARD COMMITTEE ACTION/COMMENT:

Curriculum, Standards, Instructional & Student Services Committee: 04/08/2026

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

Current Budget: \$10,695,984.40 (Materials); \$635,000 (Professional Learning)

Funding Source: Proposition 20 Lottery Funds, K-12 Instructional Materials Reserve (locally restricted), and LCFF

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

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



Instructional Materials Adoption Recommendations

Board of Education
April 14, 2026



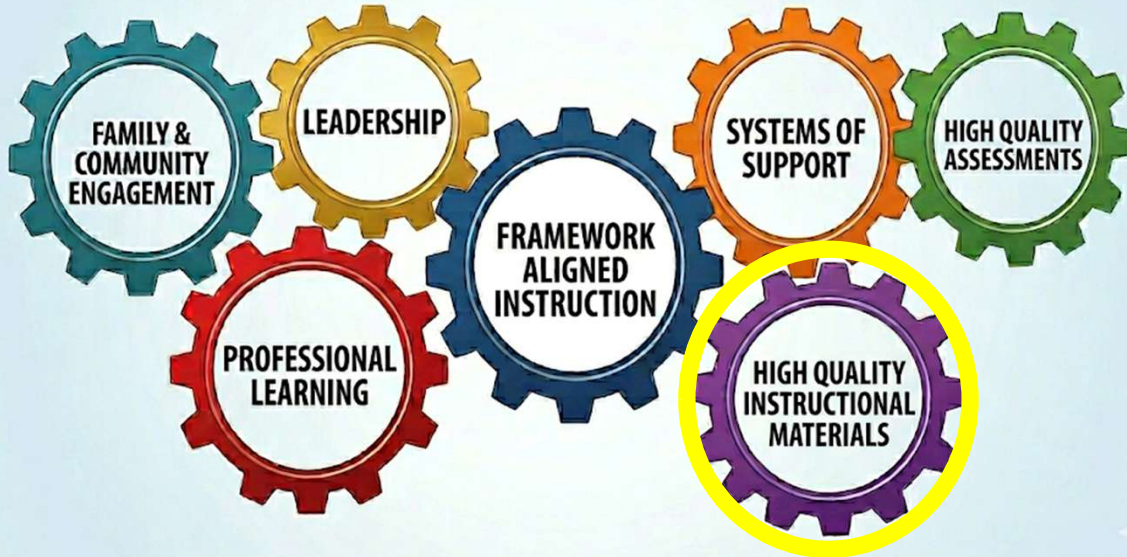
Strategic Direction I: Advance and Support Student Success



Goal 1:

Evidence-based instruction aligned to state standards and frameworks is provided, ensuring equitable access for all students, including student groups identified by data as high priority

Strategic Drivers for Student Success



3



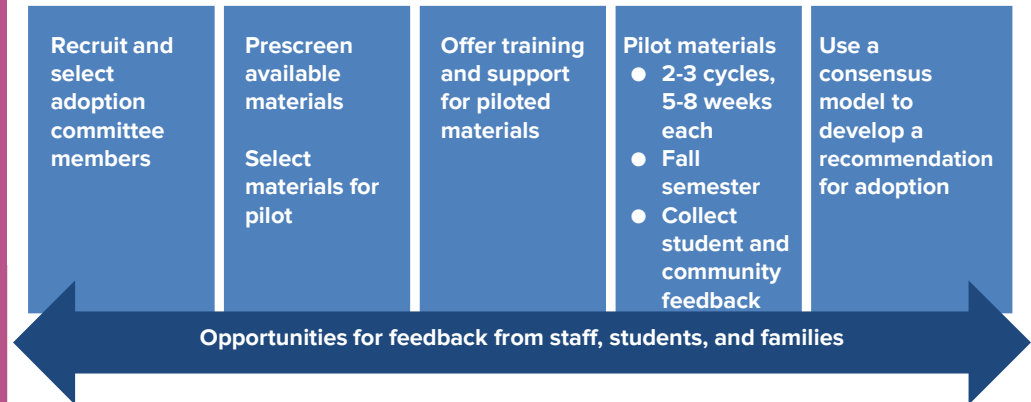
Agenda

- Adoption process
- Selection criteria
- Materials recommendations
- Professional learning
- Support for large scale implementation

4



Stages of the Process



5



Selection Criteria

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

6



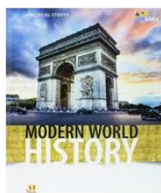
Materials Recommendations

History-Social Science

- High School World History
- High School United States History
- Advanced Placement African American Studies*
- Advanced Placement Human Geography*
- Advanced Placement Psychology
- Chicano Studies*

* Small adoptions

7

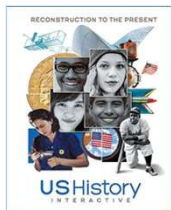


World History

Feedback Themes

Teacher	Student	Community
<ul style="list-style-type: none"> • Significant supports for a variety of learners • Robust assessment generator • Limited supplemental and planning resources 	<ul style="list-style-type: none"> • Supportive elements of the text (visuals, vocabulary, guided reading) • Challenging online platform and dense or long reading assignments 	<ul style="list-style-type: none"> • No themes emerged from the community feedback

8



United States History

Feedback Themes

Teacher	Student	Community
<ul style="list-style-type: none"> • Significant supports for a variety of learners • Robust assessment generator • Limited supplemental and planning resources 	<ul style="list-style-type: none"> • Interactive elements in the text supported engagement • Some primary source documents require extra support to access 	<ul style="list-style-type: none"> • Savvas is comprehensive and unbiased, offering thought-provoking discussion questions

9



1

Materials Recommendations

Math

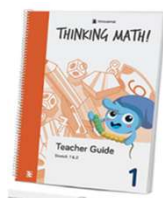
- Grades TK-5 Math
- Grades 6-8 Math

World Languages

- American Sign Language 1-4*
- Chinese International Baccalaureate Middle Years Programme 1 - International Baccalaureate 2 High Level*
- Spanish for Heritage Learners 2 and 3

*Small adoptions

10



Thinking Math!, Innovamat

TK-5

Feedback Themes

Teacher	Student	Community
<ul style="list-style-type: none"> • Strong emphasis on mathematical thinking and discourse • Digital tools offer strong alignment, fluency practice, and detailed reporting • Supports a wide range of learning needs • Need for clearer material and planning guidance 	<ul style="list-style-type: none"> • Very fun, visual, and hands-on • Students felt the materials helped them think differently and talk about math • Lessons sometimes feel a bit fast-paced 	<ul style="list-style-type: none"> • Modern, standards-aligned content, noting its hands-on, individualized approach • Digital components should be implemented mindfully

11



Amplify Desmos Math, Amplify

6-8

Feedback Themes

Teacher	Student	Community
<ul style="list-style-type: none"> • Digital tools provide visibility into student thinking • Real-world contexts and visual models • Higher vocabulary and reading demands for students • Digital and paper formats require intentional coordination 	<ul style="list-style-type: none"> • Fun and interactive digital elements • Engaging activities, visuals, and animations • Some confusion with using both digital and print materials 	<ul style="list-style-type: none"> • Engaging real-world lessons, clear instructional layout • Desmos digital tool is also used in high-stakes testing and high school mathematics

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Materials costs for 7-year adoption

Course	Cost
Advanced Placement African American Studies	\$11,381.54
Advanced Placement Human Geography	\$13,422.74
Advanced Placement Psychology	\$94,705.63
Chicano Studies	\$8,718.65
United States History (High School)	\$844,164.25
World History (High School)	\$869,086.61
American Sign Language 1-4	\$42,966.00
Chinese International Baccalaureate (IB) Middle Years Programme 1 -4, IB 1, IB 2 Standard and High Levels	\$73,371.03
Spanish for Heritage Learners 2-3	\$82,949.16
Grades TK-5 Math	\$6,354,863.44
Grades 6-8 Math	\$2,300,355.35

Total materials cost: \$10,695,984.40

13



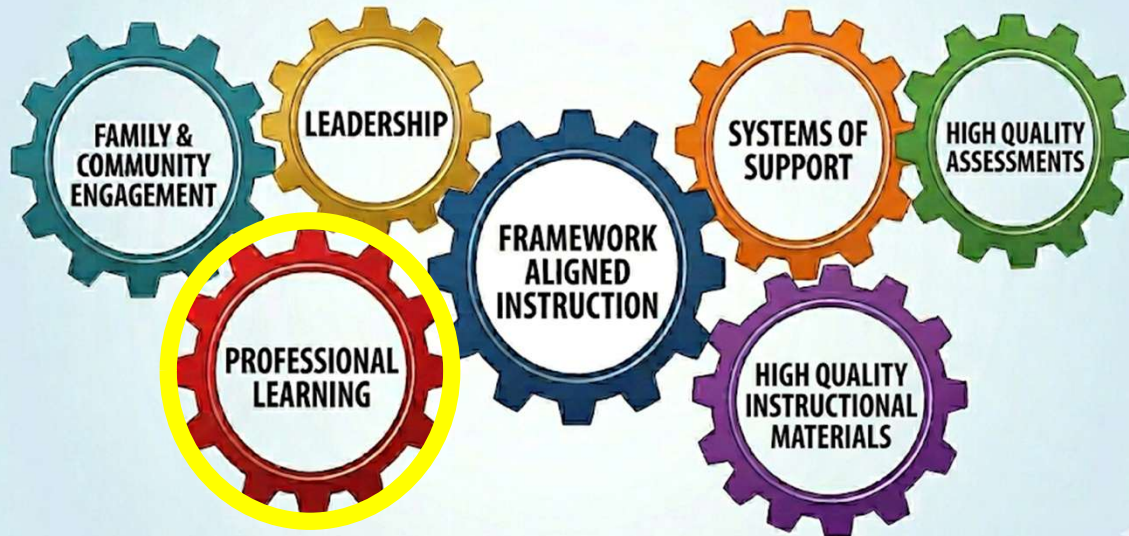
Total Cost

Item	Cost
Materials	\$10,695,984.40
Professional Learning	\$635,000

Grand total: \$11,330,984.40

14

Strategic Drivers for Student Success



15



Professional Learning

Professional learning will vary based on the course and materials.

May include:

- Personalized support from the publisher
- Publisher-led trainings
- Dedicated time for planning and collaboration across the district

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TK-8 Math Support

Spring 2026	Summer 2026	2026-27	2026-27	2026-27
On-ramp learning sessions	Large-scale professional learning launch	Site-based support through curriculum ambassadors and site visits	Communities of practice for specialized groups of teachers including ELD and special education	Collaboration and feedback opportunities for administrators and leadership teams

17



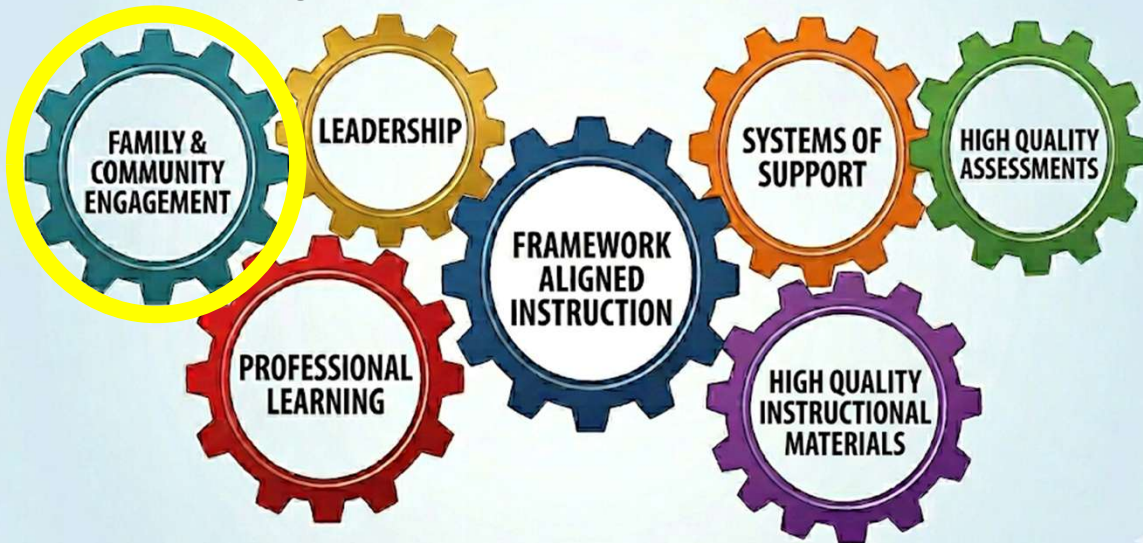
Measuring Impact: Math Implementation

By June 2027--

- At least 90% of teachers will show growth in their knowledge and implementation of the new math curriculum
- At least 90% of teachers will report that they have engaged in at least one professional learning opportunity related to the new math adoption, including centrally-offered or site-based opportunities
- At least 90% of teachers will report that they have grown in their mathematical teaching practices through their participation in professional learning opportunities
- Families will receive monthly resources for supporting math at home

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Strategic Drivers for Student Success



19



Math Family Engagement

- Upon board action, robust communication efforts
- Short videos to highlight instructional shifts
- Highlight early successes
- Support for planning family math nights at schools
- Collaboration with board and parent advisory committees

20



Questions?

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Advanced Placement Psychology

2. Recommended text(s):

Myers' Psychology for the AP Course, 4th Edition, Bedford, Freeman & Worth, 2024

3. Rationale:

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

*Myers' Psychology for AP**, Second Edition, Bedford, Freeman & Worth, 2015, adopted in 2016

b. Alignment with state or district textbook cycle:

The adoption of the Advanced Placement Psychology materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	April 9, 2025
Publisher presentations	April 30, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025

Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 28, 2026
Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$94,705.63

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for Advanced Placement Psychology

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> ● The students appreciated the clear instructions, explanations, and highlighted vocabulary that helped them understand and remember key concepts. ● The students noted that the practice activities, such as the flashcard feature, supported review and test preparation.

<ul style="list-style-type: none">● The students expressed that the creative, real-world, and visual assignments increased engagement and helped them apply concepts.● The students shared that digital access made assignments convenient.
Limitations
<ul style="list-style-type: none">● Some students expressed that some topics felt rushed.● Some students felt that the materials needed a consolidated vocabulary definitions section.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for community review, plus availability for members of the community to view the materials in person by appointment.
 - Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
 - September 30, 2025 - *Behind the Scenes* newsletter
 - October 2, 2025 - *Leadership Reflections* newsletter
 - October 7, 2025 - *San Juan Scene* newsletter
 - Shared information at the following parent advisory committee meetings

- Oct. 2 - Superintendent’s Parent Advisory Committee (SPAC)
- Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
- Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
- Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
- Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The materials are well-aligned with the Advanced Placement course outline. ● The digital resources are accessible and helpful for both students and teachers. ● The activities and prompts are engaging for students and sustain their interest. ● The practice prompts are well-written and mirror exam expectations.
Limitations
<ul style="list-style-type: none"> ● The textbook is not consumable and cannot be annotated.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 3 of 3 committee members support the recommendation of *Myers’ Psychology for the AP Course, 4th Edition*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student edition ● 7-year digital access for the student platform 	<ul style="list-style-type: none"> ● Teacher’s edition ● 7-year digital access for the student platform ● Test bank

14. What professional learning will be offered to teachers? What costs will be associated with the training?

Teachers will have the opportunity to work individually with the publisher for support. The cost for the professional development as described above is included in the adoption.

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: April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Adara Clark-Gunn	Community Member
Cyndi Otero	Casa Roble High School/Teacher
Patrick Pavelchik	Mesa Verde High School/Teacher
Seija Zimmerman	Community Member

Appendix B: Category Key Indicators for Advanced Placement Psychology

Category Key Indicators for High School AP PSYCHOLOGY Adoption
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the HSS Framework (p.21-22/306), ELD Standards, CCSS Literacy Standards for HSS, APA National Standards for High School Psychology Curricula, AP Psychology Course ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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

Textbook Adoption – Report II – Page 8
Advanced Placement Psychology

	<ul style="list-style-type: none"> ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

High School United States History

2. Recommended text(s):

US History Interactive: Reconstruction to the Present, Savvas, 2024

3. Rationale:

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

IMPACT: California, Grade 11, United States History & Geography, Continuity and Change, McGraw-Hill, 2019, adopted in 2019

b. Alignment with state or district textbook cycle:

The adoption of the High School United States History materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None.

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	April 3, 2025
Publisher presentations	April 24, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025

Committee makes a recommendation	January 20, 2026
Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$844,164.25

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for High School United States History

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> ● The students appreciated the images, charts, and graphs and felt they helped visual learners understand events and statistics. ● The students shared that the organized text, slide shows, and bolded vocabulary made the content easier to read and remember. ● The students enjoyed the interactive activities that encouraged active thinking and assisted in assessment preparation.

Limitations
<ul style="list-style-type: none">● Some students felt that the navigation and online platform issues hindered their experience.● Some students felt that the readability and vocabulary level was too challenging.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
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 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)

- Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
- Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
- Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● Features for multilingual learners, such as translatable text, annotation, and highlighting as well as the project based learning, promoted engagement and discussion. ● Paired print materials support students who struggle with online learning. ● Editable slides, leveled lessons, and linked assessments provide ample differentiation as well as teacher planning support. ● The online interface and Google Classroom integration make assignment distribution and student access straightforward.
Limitations
<ul style="list-style-type: none"> ● Some assessments require teacher modification. ● Some complex primary source documents lack scaffolding and vocabulary support.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 5 of 5 committee members support the recommendation of *US History Interactive: Reconstruction to the Present*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student edition ● Consumable student workbook ● 7-year digital access for the student platform 	<ul style="list-style-type: none"> ● Teacher’s edition ● Primary Source and Reading Guide Workbook Answer Key ● 7-year digital access for the teacher platform

14. What professional learning will be offered to 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. The cost for the professional development as described above is included in the adoption.

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: April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Burke Anderson	Encina High School/Teacher
Alyssa Crawford	Bella Vista High School/Teacher
David Del Grande	Mesa Verde High School/Teacher
Sara Garzona	Mira Loma High School/Teacher
Josh Hovinga	Community Member
Patrick Pavelchik	Mesa Verde High School/Teacher
Jennifer Schmall	Community Member
Cindy Taurone	El Sereno High School/Teacher
Colleen Vargas	Mesa Verde High School/Teacher
Bob Waldo	El Camino High School/Teacher

Appendix B: Category Key Indicators for High School United States History

Category Key Indicators for High School U.S. History Adoption
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the HSS Framework, Content Standards - HSS, ELD Standards, CCSS Literacy Standards for HSS ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Online textbook/supports also available in Spanish and/or other languages ○ Instructors able to demonstrate online with a side-by-side view of texts in different languages, but working in the same chapter (for example, chapter 2 in English on the left and Arabic on the right)

Textbook Adoption – Report II – Page 8
High School United States History

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content Social Justice Standards 8 Point Commitment	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

High School World History

2. Recommended text(s):

Modern World History, Houghton Mifflin Harcourt, 2019

3. Rationale:

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

IMPACT: California, Grade 10, World History, Culture, & Geography, The Modern World, McGraw-Hill, 2019, adopted in 2019

b. Alignment with state or district textbook cycle:

The adoption of the High School World History materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None.

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	April 1, 2025
Publisher presentations	April 28, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025

Committee makes a recommendation	January 22, 2026
Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$869,086.61

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for High School World History

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> ● The students noted the text layout was clear and organized. ● The students appreciated the visuals and maps and how they aided in understanding and helped them visualize historical events. ● The students expressed appreciation for the guided readings, vocabulary supports, and practice activities and how they reinforced concepts and helped prepare them for assessments.

Limitations
<ul style="list-style-type: none">● Some students felt that the reading materials were long and the text was dense.● Some students did not care for the online platform.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
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 - Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent's Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)

- Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
- Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
- Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The materials support diverse learners with clear text, translation and annotation tools, and learner-friendly formatting. ● The assessment generator streamlines test creation and integration with assignments. ● The logical layout and navigation make it easy for students to find content and follow lessons.
Limitations
<ul style="list-style-type: none"> ● There are limited supplemental resources outside of the text and primary resources. ● There are limited teacher planning resources for new teachers.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 7 of 7 committee members support the recommendation of *Modern World History*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student edition ● 7-year digital access for the student platform ● 7-year print subscription Guided Reading workbook ● 7-year print subscription for Document Based Investigation workbook 	<ul style="list-style-type: none"> ● Teacher’s edition ● 7-year digital access for the teacher platform ● 7-year print subscription Guided Reading workbook answer key ● 7-year print subscription for Document Based Investigation workbook answer key

14. What professional learning will be offered to 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. The cost for the professional development as described above is included in the adoption.

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: April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Mason Bascochea	Mesa Verde High School/Teacher
Audrey Cornelison	Mira Loma High School/Teacher
Natalie Hanson	Mira Loma High School/Teacher
Wade Meyer	Community Member
Jodi Mulligan-Pfile	Community Member
Patrick Pavelchik	Mesa Verde High School/Teacher
Tim Peppel	El Camino High School/Teacher
Cindy Taurone	El Sereno High School/Teacher
Colleen Vargas	Mesa Verde High School/Teacher

Appendix B: Category Key Indicators for High School World History

Category Key Indicators for High School World History Adoption
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the HSS Framework, Content Standards - HSS, ELD Standards, CCSS Literacy Standards for HSS ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Online textbook/supports also available in Spanish and/or other languages ○ Instructors able to demonstrate online with a side-by-side view of texts in different languages, but working in the same chapter (for example, chapter 2 in English on the left and Arabic on the right)

Textbook Adoption – Report II – Page 8
High School World History

	<ul style="list-style-type: none"> ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

1. Subject area or course:

Advanced Placement African American Studies

2. Recommended text(s):

Freedom on My Mind: A History of African American, 3rd Edition, Bedford, Freeman, & Worth, 2025

3. Rationale:

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

This is a new course, approved by the Board in April 2025.

b. Alignment with state or district textbook cycle:

The adoption of the Advanced Placement African American Studies materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None.

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	August 18, 2025 - December 17, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 9, 2026
Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$11,381.54

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 Appendix A: List of Committee Members

8. **What criteria did piloting teachers use to evaluate materials?**

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for Advanced Placement African American Studies

9. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for

- community review, plus availability for members of the community to view the materials in person by appointment.
- Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
- September 30, 2025 - *Behind the Scenes* newsletter
- October 2, 2025 - *Leadership Reflections* newsletter
- October 7, 2025 - *San Juan Scene* newsletter
- Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent’s Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The units in the text match the units of the Advanced Placement course outline. ● Skills workshops will help prepare students for the course exam. ● There are Advanced Placement-aligned primary source activities with tips for students.
Limitations
<ul style="list-style-type: none"> ● Text density and small font may impact readability for some students.

11. **What are the recommended materials?**

The teacher evaluated the materials based on the Key Indicators and recommends *Freedom on My Mind: A History of African American, 3rd Edition*.

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

Student Components	Teacher Components
<ul style="list-style-type: none">● Student edition● 7-year digital access for the student platform	<ul style="list-style-type: none">● Teacher's edition● 7-year digital access for the teacher platform● Test bank

13. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Teachers will have the opportunity to work individually with the publisher for support. The cost for the professional development as described above is included in the adoption.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Alyssa Crawford	Bella Vista High School/Teacher

Appendix B: Category Key Indicators for Advanced Placement African American Studies

Category Key Indicators for High School AP African American Studies Adoption
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the AP African American Course and Exam Description, ELD Standards, CCSS Literacy Standards for HSS ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Online textbook/supports also available in other languages ○ Instructors able to demonstrate online with a side-by-side view of texts in different languages, but working in the same chapter (for example, chapter 2 in English on the left and Arabic on the right)

Textbook Adoption – Report II – Page 7
Advanced Placement African American Studies

	<ul style="list-style-type: none"> ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

1. Subject area or course:

Advanced Placement Human Geography

2. Recommended text(s):

Human Geography for the AP Course, 2nd Edition, Bedford, Freeman & Worth, 2025

3. Rationale:

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

Advanced Placement Human Geography, AMSCO, 2018 adopted in 2019

b. Alignment with state or district textbook cycle:

The adoption of the Advanced Placement Human Geography materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	August 18, 2025 - December 17, 2026
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 9, 2026
Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$13,422.74

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 Appendix A: List of Committee Members

8. **What criteria did piloting teachers use to evaluate materials?**

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for Advanced Placement Human Geography

9. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for

- community review, plus availability for members of the community to view the materials in person by appointment.
- Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
- September 30, 2025 - *Behind the Scenes* newsletter
- October 2, 2025 - *Leadership Reflections* newsletter
- October 7, 2025 - *San Juan Scene* newsletter
- Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent’s Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The text is aligned well with the Advance Placement course. ● Graphics and maps are colorful and engaging. ● Vocabulary coverage is robust.
Limitations
<ul style="list-style-type: none"> ● Some of the units from the Advanced Placement course outline are combined in the text.

11. **What are the recommended materials?**

The teacher evaluated the materials based on the Key Indicators and recommends *Human Geography for the AP Course, 2nd Edition*.

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

Student Components	Teacher Components
<ul style="list-style-type: none">● Student edition● 7-year digital access for the student platform	<ul style="list-style-type: none">● Teacher's edition● 7-year digital access for the teacher platform● Test bank

13. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Teachers will have the opportunity to work individually with the publisher for support. The cost for the professional development as described above is included in the adoption.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Christy Thomas	Rio Americano High School/Teacher

Appendix B: Category Key Indicators for Advanced Placement Human Geography

Category Key Indicators for High School AP Human Geography Adoption
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the AP Human Geography Course and Exam Description, ELD Standards, CCSS Literacy Standards for HSS ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Online textbook/supports also available in other languages ○ Instructors able to demonstrate online with a side-by-side view of texts in different languages, but working in the same chapter (for example, chapter 2 in English on the left and Arabic on the right)

Textbook Adoption – Report II – Page 7
Advanced Placement Human Geography

	<ul style="list-style-type: none"> ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

1. Subject area or course:

Chicano Studies

2. Recommended text(s):

Born in Blood & Fire: A Concise History of Latin America, 5th Edition, Norton, 2024

Latin American Voices, A Reader, Norton, 2016

The Underdogs, Centenary Edition, Norton, 2015

3. Rationale:

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

This is a new course, approved by the Board in April 2025.

b. Alignment with state or district textbook cycle:

The adoption of the Chicano Studies materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	August 18, 2025 - December 17, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 9, 2026
Report II to Curriculum & Standards	April 8, 2026

Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$8,718.65

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for Chicano Studies

9. What opportunities were provided for community input?

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district’s main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
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- community review, plus availability for members of the community to view the materials in person by appointment.
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 - Oct. 1
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- October 2, 2025 - *Leadership Reflections* newsletter
- October 7, 2025 - *San Juan Scene* newsletter
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 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The texts allow students to engage with a variety of source types. ● The novel has a section for historical context that can be utilized to analyze the parallels between the novel and the historical events taking place. ● The materials represent a variety of Latin voices.
Limitations
<ul style="list-style-type: none"> ● There are limited teacher resources available for planning.

11. **What are the recommended materials?**

The teacher evaluated the materials based on the Key Indicators and recommends *Born in Blood & Fire: A Concise History of Latin America* with *Latin American Voices, A Reader*, as well as *The Underdogs*.

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

Student Components	Teacher Components
<ul style="list-style-type: none">• Student paperback editions• 7-year digital access for the student platform for <i>Born in Blood & Fire</i>	<ul style="list-style-type: none">• 7-year digital access for the teacher platform for <i>Born in Blood & Fire</i>

13. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Teachers will have the opportunity to work individually with the publisher for support. The cost for the professional development as described above is included in the adoption.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Yasmine Aguilar	San Juan High School/Teacher

Appendix B: Category Key Indicators for Chicano Studies

Category Key Indicators for High School **Chicano Studies Adoption**
San Juan Unified School District
2025-2026

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content from the ELD Standards, CCSS Literacy Standards for HSS ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate content information
Program Organization	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Assesses students in several formats (summative and formative) for immediate follow-up instruction, practice, and review. Assessments should have multiple forms making revisions and retakes possible ● Helps teachers plan and determine the effectiveness of classroom instruction ● Assessments easily linked to google classroom ● Assessment software accessible by both Mac and PC
Universal Access	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ Online textbook/supports also available in other languages ○ Instructors able to demonstrate online with a side-by-side view of texts in different languages, but working in the same chapter (for example, chapter 2 in English on the left and Arabic on the right)

Textbook Adoption – Report II – Page 7
Chicano Studies

	<ul style="list-style-type: none"> ● Includes user friendly style/format (visual stimuli, graphics) that enhances learning ● Provides a variety of activities to facilitate retention and promote incorporation of objectives
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> ● Provides logical, explicit instructional guidelines for teachers to follow ● Includes a teacher planning guide explaining how to use 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
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ○ easily adaptable to a distance learning format, and/or independent study ● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.) ● Enhances student understanding in the appropriate grade level standards and supports the print resources ● Technology is interactive and adaptive when possible
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> ● 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 ● Materials emphasize diverse groups of people in varied, positive, and contributing roles ● 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, additional languages as needed, etc.)

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Grades TK-5 Math

2. Recommended text(s):

Thinking Math!, Innovamat, 2025

3. Rationale:

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

enVisionMath Common Core Level K-5, Savvas, 2015, adopted in 2015

b. Alignment with state or district textbook cycle:

The adoption of the grades TK-5 math materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	May-June 2025
Publisher presentations	June 16, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 27, 2026

Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$6,354,863.44

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 Appendix A: List of Committee Members

8. **What criteria did piloting teachers use to evaluate materials?**

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for grades TK-8 Math

Details of the screening tool and full list of programs reviewed are included in *Appendix C: Initial Screening Tool for TK-8 Math Curriculum Adoption* and *Appendix D: Programs submitted to the State of California Instructional Materials Adoption*.

9. **In what ways were student responses solicited?**

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> ● The students described the program as very fun, visual, and hands-on. ● The students felt the materials helped them think differently and talk about math.

Limitations
<ul style="list-style-type: none">● Some students shared that lessons felt fast-paced.● Some students expressed a need for more practice and repetition.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for community review, plus availability for members of the community to view the materials in person by appointment.
 - Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
 - September 30, 2025 - *Behind the Scenes* newsletter
 - October 2, 2025 - *Leadership Reflections* newsletter
 - October 7, 2025 - *San Juan Scene* newsletter
 - Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent's Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)

- Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
- Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The materials emphasize mathematical thinking and discourse, encouraging students to explore ideas before formal procedures. ● The digital tools offer strong alignment, fluency practice, automatic feedback, and detailed reporting to support instruction. ● The progression of manipulatives and visual models supports conceptual understanding and accommodates a wide range of learning needs.
Limitations
<ul style="list-style-type: none"> ● The pacing and lesson length were sometimes described as fast-moving. ● Understanding how to use the teacher materials effectively for planning was noted as an area needing clarity. ● The digital components occasionally experienced glitches or delays during use.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 44 of total 46 committee members support the recommendation of *Thinking Math!*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student workbooks ● 7-year digital access for the student platform 	<ul style="list-style-type: none"> ● Modular teacher’s edition set ● Manipulative kits ● 7-year digital access for the teacher platform

14. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Initial onboarding:

Teachers will have the opportunity to attend a 6-hour session with the publisher and a 3-hour session to collaborate with colleagues in June or August. Makeup training will be offered in the fall for new teachers or those unable to attend the summer sessions.

Ongoing 2026-27 Practitioner & Site Support:

- Site-Based Collaboration: Teachers will be supported during early release collaboration time planned by site leadership teams to address local instructional needs.
- Centralized Learning Opportunities: Additional professional learning will be offered centrally throughout the school year to deepen pedagogical practice and effective use of materials.
- Implementation & Communication Support: The District Math PLI team will support site administrators, site leadership teams, and curriculum ambassadors to lead their staff through this implementation. This includes providing sites with curated resources and communication tools to help families navigate the shift in math instruction.

The approximate cost for the professional learning described above is \$270,000. This includes extra assignment pay, guest teacher costs, and contracts with the publisher.

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:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Emily Achtelik	Mariposa Elementary/Teacher
Aarelle Albino	Howe Avenue Elementary/Teacher
Lindsey Angell	Community Member
Cory Bishop-Olivares	Woodside K-8/Teacher
Renee Broadwater	Deterding Elementary/Teacher
Lisa Brown	Dyer Kelly Elementary/Teacher
Christine Buckmaster	Oakview Elementary/Teacher
Teres Bugatto-Mugnaini	Sierra Oaks K-8/Teacher
Anna Campbell	Sierra Oaks K-8/Teacher
Heidi Castiaux	Deterding Elementary/Teacher
Jocelyn Christophe	Green Oaks Elementary/Teacher
Catherine Collett	Cameron Ranch Elementary/Teacher
Caroline Digman	Schweitzer Elementary/Teacher
Virginia Dorman	Dyer Kelly Elementary/Teacher
Jennifer Dutcher	Coyle Elementary/Teacher
Susan Eaton	Woodside K-8/Teacher
Kate Elliott	Starr King K-8/Teacher
Jennifer Flores	Mariemont Elementary/Teacher
Lisanne Floyd	Northridge Elementary/Teacher
Wendy Fruit	Del Dayo Elementary/Teacher
Fay Grundel	Orangevale Open K-8/Teacher
Sandra Hanson	Lichen K-8/Teacher
Christina Heitke	Del Dayo Elementary/Teacher
Tara Herfurth	Del Paso Manor Elementary/Teacher
Alexis Hunter	Pasadena Elementary/Teacher
Karen Jackson	Mission Elementary/Teacher
Abbey Jaculina	Dewey Elementary/Teacher
Lynne Jones	Orangevale Open K-8/Teacher
Kellie Jonutz	LeGette Elementary/Teacher
Brenda Kastl	Sierra Oaks K-8/Teacher
Jodi Kastorff-Lower	Mission Elementary/Teacher
Stacy Kenner	Gold River K-8/Teacher
Erica Kramer	Pershing Elementary/Teacher
Marissa Lai	Sierra Oaks K-8/Teacher
Kelley Lints	Cowan Elementary/Teacher
Ellen Little	Dyer Kelly Elementary/Teacher
Lori Louch	Lichen K-8/Teacher
Olivia Lozano	Starr King K-8/Teacher
Lisa Lundardi	Woodside K-8/Teacher

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Grades TK-5 Math

Jasmine Lyons	Coyle Elementary/Teacher
Lacey Marlin	Deterding Elementary/Teacher
Fenecia Martinez	Pasadena Elementary/Teacher
Patsy McGavock	Community Member
Victoria Mcleod	Ottoman Elementary/Teacher
Jennifer Montiel	Mission Elementary/Teacher
Mary Moran	Coyle Elementary/Teacher
Kelly Myers	Green Oaks Elementary/Teacher
Tara Myrstol	Northridge Elementary/Teacher
Angela Nicholas	Carmichael Elementary/Teacher
Giovanna Perricone	Thomas Edison K-8/Teacher
Amity Rajappa	Deterding Elementary/Teacher
Kim Rodda	Greer Elementary/Teacher
Marisa Sanchez	Dyer Kelly Elementary/Teacher
Robin Schofield	Cameron Ranch Elementary/Teacher
Jeannette Smith	Cambridge Heights Elementary /Teacher
Julie Speights	Gold River K-8/Teacher
Marybeth Tolbert	Charles Peck Elementary/Teacher
Michelle Tuvell	Carriage Elementary/Teacher
Heidi Witter	Orangevale Open K-8/Teacher
Angel Wurtzer	Northridge Elementary/Teacher

Appendix B: Category Key Indicators for grades TK-8 Math

**Category Key Indicators for Math Adoptions
 San Juan Unified School District**

Category	Key Indicators
Alignment to Standards and framework	<ul style="list-style-type: none"> Clearly aligned to CA CCSS-M and the 2023 CA Math Framework. Integrates the Standards for Mathematical Practice (SMPs) with content learning. Builds conceptual understanding before procedural fluency Connects learning to prior and future grade-level standards.
Program Organization	<ul style="list-style-type: none"> Units and lessons flow logically around big mathematical ideas. Routines (e.g., number talks, problem strings) and fluency are embedded. Pacing and structure support reteaching, review, and acceleration.
Assessment	<ul style="list-style-type: none"> Assesses conceptual understanding, procedural fluency, and application. Includes formative tools with guidance for next steps. Allows for multiple ways to demonstrate understanding (tasks, visuals, verbal).
Universal Access	<ul style="list-style-type: none"> Supports multiple modes of engagement and access to math content. Language supports are tied to content (sentence frames, visual glossaries). Tasks are designed with flexible entry points and varied ways to show thinking.
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> Guidance helps teachers understand math trajectories and student thinking. Embedded professional learning or annotations improve instructional moves. Includes supports for building math discourse and differentiation.
Digital Tools/Online Resources	<ul style="list-style-type: none"> Tech enhances conceptual understanding (e.g., dynamic models, interactive visuals). Supports collaboration, exploration, and multiple representations. Seamlessly integrates with print materials.
Teaching for Equity and Engagement	<ul style="list-style-type: none"> Tasks reflect diverse perspectives and real-world contexts. Students are positioned as capable problem solvers and sense-makers. Materials encourage agency, collaboration, and identity-building in math.

Appendix C: Initial Screening Tool for TK-8 Math Curriculum Adoption

TK-8 Math Adoption 2025-26

First look tool categories used to narrow down to 5 for further review

Learning Culture and Acceleration

To what extent or quality do the materials guide teachers to establish and maintain a classroom culture that encourages student sense-making, collaboration, and growth mindset?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset is regularly taught, modeled and practiced <input type="checkbox"/> Structures are put in place for the lesson's partner work and group work <input type="checkbox"/> Rehearsal of skills through games and fluency routines <input type="checkbox"/> Lessons include time for student reflection on sense-making, collaboration, growth mindset and other "soft skills" <input type="checkbox"/> Math stations or centers (both independent and teacher-led) are engaging and appropriate <input type="checkbox"/> Suggested protocols for daily tasks, storing materials, classroom management, manipulative useTK-5 <input type="checkbox"/> A variety of Math Talks (number talk, data talk, dot talk, picture talk) are used routinelyTK-5 	<ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset and SEL called out but no time allocated to developing it <input type="checkbox"/> Partner and group work not taught, not scaffolded, or not used at all <input type="checkbox"/> Rehearsal of skills through a ton of practice problems <input type="checkbox"/> Scripted, closed-ended questions and answers <input type="checkbox"/> Too much teacher talk, direct instruction and independent work

Textbook Adoption – Report II – Page 10
Grades TK-5 Math

Content

To what extent or quality do the materials balance conceptual understanding, procedural fluency, and real-world applications? Are the mathematical representations meaningful, varied, and student-centered?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> There is a mix of contextual, verbal and symbolic representations <input type="checkbox"/> Structural and spatial reasoning (colors, ten-frames, arraysTK-5) supports conceptual development across content areas <input type="checkbox"/> Opportunities for hand-on learning and exploration with guidance for using manipulatives meaningfully <input type="checkbox"/> Students are supported in understanding the purpose and suitability of different mathematical tools and/or strategies <input type="checkbox"/> Mathematical reasoning emphasized over memorization <input type="checkbox"/> Students engage with tables, graphs, drawings, diagrams, and models as part of their problem-solving process <input type="checkbox"/> Students have ample opportunities to discover and explain connections between varied representations <input type="checkbox"/> Procedural skills are connected to conceptual models <input type="checkbox"/> Symbolic notations are treated as a way to formalize (previously-developed) concepts and verbal explanationsTK-5 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal, symbolic notations are predominant <input type="checkbox"/> Algorithms taught without ample time devoted first to conceptual development <input type="checkbox"/> "I do, we do, you do" for every lesson <input type="checkbox"/> Over-abundance of independent practice <input type="checkbox"/> Fill-in-the-blank exercises <input type="checkbox"/> Content is a collection of "topics" that are treated as separate, fragmented

Discussion and Language Development

To what extent or quality do the materials scaffold opportunities for students to develop their communication skills in math?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> All lessons include routines, protocols, or prompts to encourage students to justify their thinking and solutions <input type="checkbox"/> Discussions are scaffolded with visuals, manipulatives, sentence frames <input type="checkbox"/> Students talk to other students throughout the lesson <input type="checkbox"/> The teacher is guided to orient students to each others' thinking <input type="checkbox"/> There are opportunities for mathematical disagreement <input type="checkbox"/> Content and language use are interdependent <input type="checkbox"/> Students are prompted to explain their mathematical thinking to others across a variety of contexts <input type="checkbox"/> Encouragement to connect new language to home language, experiences, and prior learning <input type="checkbox"/> Comprehensible input for language learners (eg. visual glossary) <input type="checkbox"/> Specifically call out vocab support for T2/T3MS 	<ul style="list-style-type: none"> <input type="checkbox"/> Most questions are leading or fishing for a certain response <input type="checkbox"/> Language development is treated as separate from the content <input type="checkbox"/> Language development is simply vocabulary matching or definitions at the beginning of the lesson or chapter <input type="checkbox"/> Students are prompted to talk about procedural or surface-level concepts

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Grades TK-5 Math

UDL, All Learners

To what extent or quality do the materials have multiple modes of engagement, expression, and representation?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> Observational tool to monitor and record student's thinking and specific mathematical behaviors <input type="checkbox"/> Formative assessment with meaningful ways to record, respond, and follow-up <input type="checkbox"/> Teachers are given tools to elicit and assess prerequisite knowledge <input type="checkbox"/> Navigation tools are provided so students know where they are going <input type="checkbox"/> Open tasks <input type="checkbox"/> There are intentional and varied points of access to tasks/activities <input type="checkbox"/> Kinesthetic and tactile explorations are integrated into the lesson design <input type="checkbox"/> Strengths of learners are leveraged <input type="checkbox"/> Students can demonstrate their learning through multiple modalities <input type="checkbox"/> Students have choice in tasks/activities/workgroups <input type="checkbox"/> Content is interconnected (big ideas) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student supports are merely a non-specific comment in the margin <input type="checkbox"/> Manipulatives are mentioned, but the lesson would still flow if they were left out <input type="checkbox"/> Math strategies are taught in a way that invalidates student sense-making <input type="checkbox"/> There's a limited number of context-embedded tasks (aka too many bare number tasks) <input type="checkbox"/> Topics are treated as separate, fragmented

Appendix D: Programs Submitted to the State of California Instructional Materials Adoption and screened by San Juan Unified

Programs Submitted to the State of California Instructional Materials Adoption

*Selected for deeper analysis and publisher presentation

**Advanced to Pilot

Grade Levels	Publisher	Program
K-8	Accelerate Learning	<ul style="list-style-type: none"> • STEMscopes Math California • Math Nation California
6-8	Agile Mind	California Middle School Mathematics
K-8	Amplify Education	Amplify Desmos Math CA TK-5* Amplify Desmos Math CA 6-8**
K-8	Barobo	RoboBlocky Math
K-5 & 6-8	Big Ideas Learning	California Math & You
K-5 & 6-8	Carnegie	California ClearMath
6-8	Center for Mathematics and Teaching	Math Link Core
6-8	CPM Educational Program	<ul style="list-style-type: none"> • Core Connections, 3rd Ed & • Inspiring Connections
K-8	Curriculum Associates	Classroom Mathematics California
6-8	Ed Gems Math	California Ed Gems Math 1, 2, and 3
K-5 & 6-8	Great minds	Eureka Math Squared TK-5** Eureka Math Squared 6-8*
K-6	Heinemann	California Math Expressions
K-5 & 6-8	HMH	HMH Into Math California
K-5 & 6-8	Imagine Learning	Imagine IM California
K-5	Innovamat	Thinking Math!**
K-5	IXL Learning	Takeoff by IXL
K-5 & 6-8	Kendall Hunt	IMKH California
K-5 & 6-8	Kiddom	Kiddom IM v.360 California

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Grades TK-5 Math

K-5	Math learning center	Bridges**
K-5 & 6-8	McGraw Hill	California Reveal Math TK-5 California Reveal Math 6-8**
5-8	Mid School Math	Core Curriculum by MidSchool Math
K-6	Mind Education	Insight Math
K-8	Open Up Resources	Open Up Resources K-8 Math - California Standards
K-6 & 6-8	Paradigm Math	Paradigm
K-8	Savvas Learning	<ul style="list-style-type: none"> ● Envision+ California Mathematics ● Experience Math California
K-8	TPS	Steam into Big Ideas Mathematics

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Grades 6-8 Math

2. Recommended text(s):

Amplify Desmos Math, Amplify, 2027

3. Rationale:

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

Go Math, HMH, 2015, adopted in 2015

b. Alignment with state or district textbook cycle:

The adoption of the grades 6-8 math materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	May-June 2025
Publisher presentations	June 18, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 26, 2026

Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$2,300,355.35

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for grades TK-8 Math

Details of the screening tool and full list of programs reviewed are included in *Appendix C: Initial Screening Tool for TK-8 Math Curriculum Adoption* and *Appendix D: Programs submitted to the State of California Instructional Materials Adoption*.

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> ● The students found the materials fun and interactive, especially appreciating the digital elements. ● The students enjoyed the engaging activities, visuals, and animations. ● The students felt the materials and examples were clear.

Limitations
<ul style="list-style-type: none">● Some students felt that using the book and computer could be overwhelming at times.● Some students experienced occasional tech lag or difficulty using certain digital tools.● Some students expressed the need for more clarity on activity directions.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
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- Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
- Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
- Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
- Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The lessons supported student collaboration, discussion, and ongoing spiral review. ● The digital tools and interactive activities engaged students and provided visibility into their thinking. ● The real-world contexts, visual models, and guided notes helped support student understanding.
Limitations
<ul style="list-style-type: none"> ● Some digital components, pacing, and platform navigation were challenging at times. ● Vocabulary and reading demands were notable for some students. ● The materials rely on a combination of digital and paper formats that need intentional coordination.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 15 of total 18 committee members support the recommendation of *Amplify Desmos Math*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student workbooks ● 7-year digital access for the student platform 	<ul style="list-style-type: none"> ● Modular teacher’s edition set ● 7-year digital access for the teacher platform

14. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Initial onboarding:

Teachers will have the opportunity to attend a 6-hour session with the publisher and a 3-hour session to collaborate with colleagues in June or August. Makeup training will be offered in the fall for new teachers or those unable to attend the summer sessions.

Ongoing 2026-27 Practitioner & Site Support:

- Site-Based Collaboration: Teachers will be supported during early release collaboration time planned by site leadership teams to address local instructional needs.
- Centralized Learning Opportunities: Additional professional learning will be offered centrally throughout the school year to deepen pedagogical practice and effective use of materials.
- Implementation & Communication Support: The District Math PLI team will support site administrators, site leadership teams, and curriculum ambassadors to lead their staff through this implementation. This includes providing sites with curated resources and communication tools to help families navigate the shift in math instruction.

The approximate cost for the professional learning described above is \$150,000. This includes extra assignment pay, guest teacher costs, and contracts with the publisher.

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:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Joshua Baskin	Arden Middle/Teacher
Marissa Bitcon	Katherine Johnson Middle/Teacher
Dan Brown	Sylvan Middle/Teacher
Nancy Brown-Pelley	Woodside K-8/Teacher
Theresa Dark	Sylvan Middle/Teacher
Kristen DeJager	Gold River K-8/Teacher
Joanna Harris	Deterding Elementary/Teacher
Dawn Jennings	Sylvan Middle/Teacher
Dena Kauer	Churchill Middle/Teacher
Melissa Malone	Lichen K-8/Teacher
Julie Marks	Gold River K-8/Teacher
Lauren Neff	Community Member
Kristina O'Brien	Katherine Johnson Middle/Teacher
Sara Opeyany	Lichen K-8/Teacher
David Reeves	Carnegie Middle/Teacher
Dave Spence	Thomas Edison K-8/Teacher
Keri Stafford	Kingswood K-8/Teacher
Jacqueline Walker	Pershing Elementary/Teacher
Sara Wan	Earl Legette Elementary/Teacher
Adam Windham	Community Member
Brian Woodruff	Starr King K-8/Teacher
Nate Woodward	Katherine Johnson Middle/Teacher

Appendix B: Category Key Indicators for grades TK-8 Math

Category Key Indicators for Math Adoptions
San Juan Unified School District

Category	Key Indicators
Alignment to Standards and framework	<ul style="list-style-type: none"> Clearly aligned to CA CCSS-M and the 2023 CA Math Framework. Integrates the Standards for Mathematical Practice (SMPs) with content learning. Builds conceptual understanding before procedural fluency Connects learning to prior and future grade-level standards.
Program Organization	<ul style="list-style-type: none"> Units and lessons flow logically around big mathematical ideas. Routines (e.g., number talks, problem strings) and fluency are embedded. Pacing and structure support reteaching, review, and acceleration.
Assessment	<ul style="list-style-type: none"> Assesses conceptual understanding, procedural fluency, and application. Includes formative tools with guidance for next steps. Allows for multiple ways to demonstrate understanding (tasks, visuals, verbal).
Universal Access	<ul style="list-style-type: none"> Supports multiple modes of engagement and access to math content. Language supports are tied to content (sentence frames, visual glossaries). Tasks are designed with flexible entry points and varied ways to show thinking.
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> Guidance helps teachers understand math trajectories and student thinking. Embedded professional learning or annotations improve instructional moves. Includes supports for building math discourse and differentiation.
Digital Tools/Online Resources	<ul style="list-style-type: none"> Tech enhances conceptual understanding (e.g., dynamic models, interactive visuals). Supports collaboration, exploration, and multiple representations. Seamlessly integrates with print materials.
Teaching for Equity and Engagement	<ul style="list-style-type: none"> Tasks reflect diverse perspectives and real-world contexts. Students are positioned as capable problem solvers and sense-makers. Materials encourage agency, collaboration, and identity-building in math.

Appendix C: Initial Screening Tool for TK-8 Math Curriculum Adoption

TK-8 Math Adoption 2025-26

First look tool categories used to narrow down to 5 for further review

Learning Culture and Acceleration

To what extent or quality do the materials guide teachers to establish and maintain a classroom culture that encourages student sense-making, collaboration, and growth mindset?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset is regularly taught, modeled and practiced <input type="checkbox"/> Structures are put in place for the lesson's partner work and group work <input type="checkbox"/> Rehearsal of skills through games and fluency routines <input type="checkbox"/> Lessons include time for student reflection on sense-making, collaboration, growth mindset and other "soft skills" <input type="checkbox"/> Math stations or centers (both independent and teacher-led) are engaging and appropriate <input type="checkbox"/> Suggested protocols for daily tasks, storing materials, classroom management, manipulative useTK-5 <input type="checkbox"/> A variety of Math Talks (number talk, data talk, dot talk, picture talk) are used routinelyTK-5 	<ul style="list-style-type: none"> <input type="checkbox"/> Growth mindset and SEL called out but no time allocated to developing it <input type="checkbox"/> Partner and group work not taught, not scaffolded, or not used at all <input type="checkbox"/> Rehearsal of skills through a ton of practice problems <input type="checkbox"/> Scripted, closed-ended questions and answers <input type="checkbox"/> Too much teacher talk, direct instruction and independent work

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Grades 6-8 Math

Content

To what extent or quality do the materials balance conceptual understanding, procedural fluency, and real-world applications? Are the mathematical representations meaningful, varied, and student-centered?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> There is a mix of contextual, verbal and symbolic representations <input type="checkbox"/> Structural and spatial reasoning (colors, ten-frames, arraysTK-5) supports conceptual development across content areas <input type="checkbox"/> Opportunities for hand-on learning and exploration with guidance for using manipulatives meaningfully <input type="checkbox"/> Students are supported in understanding the purpose and suitability of different mathematical tools and/or strategies <input type="checkbox"/> Mathematical reasoning emphasized over memorization <input type="checkbox"/> Students engage with tables, graphs, drawings, diagrams, and models as part of their problem-solving process <input type="checkbox"/> Students have ample opportunities to discover and explain connections between varied representations <input type="checkbox"/> Procedural skills are connected to conceptual models <input type="checkbox"/> Symbolic notations are treated as a way to formalize (previously-developed) concepts and verbal explanationsTK-5 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal, symbolic notations are predominant <input type="checkbox"/> Algorithms taught without ample time devoted first to conceptual development <input type="checkbox"/> “I do, we do, you do” for every lesson <input type="checkbox"/> Over-abundance of independent practice <input type="checkbox"/> Fill-in-the-blank exercises <input type="checkbox"/> Content is a collection of “topics” that are treated as separate, fragmented

Discussion and Language Development

To what extent or quality do the materials scaffold opportunities for students to develop their communication skills in math?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> All lessons include routines, protocols, or prompts to encourage students to justify their thinking and solutions <input type="checkbox"/> Discussions are scaffolded with visuals, manipulatives, sentence frames <input type="checkbox"/> Students talk to other students throughout the lesson <input type="checkbox"/> The teacher is guided to orient students to each others' thinking <input type="checkbox"/> There are opportunities for mathematical disagreement <input type="checkbox"/> Content and language use are interdependent <input type="checkbox"/> Students are prompted to explain their mathematical thinking to others across a variety of contexts <input type="checkbox"/> Encouragement to connect new language to home language, experiences, and prior learning <input type="checkbox"/> Comprehensible input for language learners (eg. visual glossary) <input type="checkbox"/> Specifically call out vocab support for T2/T3MS 	<ul style="list-style-type: none"> <input type="checkbox"/> Most questions are leading or fishing for a certain response <input type="checkbox"/> Language development is treated as separate from the content <input type="checkbox"/> Language development is simply vocabulary matching or definitions at the beginning of the lesson or chapter <input type="checkbox"/> Students are prompted to talk about procedural or surface-level concepts

Textbook Adoption – Report II – Page 11
Grades 6-8 Math

UDL, All Learners

To what extent or quality do the materials have multiple modes of engagement, expression, and representation?

Should Look Like:	Won't Look Like:
<ul style="list-style-type: none"> <input type="checkbox"/> Observational tool to monitor and record student's thinking and specific mathematical behaviors <input type="checkbox"/> Formative assessment with meaningful ways to record, respond, and follow-up <input type="checkbox"/> Teachers are given tools to elicit and assess prerequisite knowledge <input type="checkbox"/> Navigation tools are provided so students know where they are going <input type="checkbox"/> Open tasks <input type="checkbox"/> There are intentional and varied points of access to tasks/activities <input type="checkbox"/> Kinesthetic and tactile explorations are integrated into the lesson design <input type="checkbox"/> Strengths of learners are leveraged <input type="checkbox"/> Students can demonstrate their learning through multiple modalities <input type="checkbox"/> Students have choice in tasks/activities/workgroups <input type="checkbox"/> Content is interconnected (big ideas) 	<ul style="list-style-type: none"> <input type="checkbox"/> Student supports are merely a non-specific comment in the margin <input type="checkbox"/> Manipulatives are mentioned, but the lesson would still flow if they were left out <input type="checkbox"/> Math strategies are taught in a way that invalidates student sense-making <input type="checkbox"/> There's a limited number of context-embedded tasks (aka too many bare number tasks) <input type="checkbox"/> Topics are treated as separate, fragmented

Appendix D: Programs Submitted to the State of California Instructional Materials Adoption and screened by San Juan Unified

Programs Submitted to the State of California Instructional Materials Adoption

*Selected for deeper analysis and publisher presentation

**Advanced to Pilot

Grade Levels	Publisher	Program
K-8	Accelerate Learning	<ul style="list-style-type: none"> ● STEMscopes Math California ● Math Nation California
6-8	Agile Mind	California Middle School Mathematics
K-8	Amplify Education	Amplify Desmos Math CA TK-5* Amplify Desmos Math CA 6-8**
K-8	Barobo	RoboBlocky Math
K-5 & 6-8	Big Ideas Learning	California Math & You
K-5 & 6-8	Carnegie	California ClearMath
6-8	Center for Mathematics and Teaching	Math Link Core
6-8	CPM Educational Program	<ul style="list-style-type: none"> ● Core Connections, 3rd Ed & ● Inspiring Connections
K-8	Curriculum Associates	Classroom Mathematics California
6-8	Ed Gems Math	California Ed Gems Math 1, 2, and 3
K-5 & 6-8	Great minds	Eureka Math Squared TK-5** Eureka Math Squared 6-8*
K-6	Heinemann	California Math Expressions
K-5 & 6-8	HMH	HMH Into Math California
K-5 & 6-8	Imagine Learning	Imagine IM California
K-5	Innovamat	Thinking Math!**
K-5	IXL Learning	Takeoff by IXL
K-5 & 6-8	Kendall Hunt	IMKH California
K-5 & 6-8	Kiddom	Kiddom IM v.360 California

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Grades 6-8 Math

K-5	Math learning center	Bridges**
K-5 & 6-8	McGraw Hill	California Reveal Math TK-5 California Reveal Math 6-8**
5-8	Mid School Math	Core Curriculum by MidSchool Math
K-6	Mind Education	Insight Math
K-8	Open Up Resources	Open Up Resources K-8 Math - California Standards
K-6 & 6-8	Paradigm Math	Paradigm
K-8	Savvas Learning	<ul style="list-style-type: none"> ● Envision+ California Mathematics ● Experience Math California
K-8	TPS	Steam into Big Ideas Mathematics

**San Juan Unified School District
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

1. Subject area or course:

American Sign Language 1 and 2

2. Recommended text(s):

Mastering ASL Level 1, Sign Media, 2006

3. Rationale:

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

Mastering ASL Level 1, Sign Media, 2006, adopted in 2018.

b. Alignment with state or district textbook cycle:

The adoption of the American Sign Language 1 and 2 materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	May 2025
Publisher presentations	May 20, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 22, 2026

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

There is no cost for this adoption, as this is the current text.

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 Appendix A: List of Committee Members

8. **What criteria did piloting teachers use to evaluate materials?**

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for World Languages

9. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for community review, plus availability for members of the community to view the materials in person by appointment.
 - Social media posts were made on:

- Oct. 1
- Nov. 5
- Dec. 10
- September 30, 2025 - *Behind the Scenes* newsletter
- October 2, 2025 - *Leadership Reflections* newsletter
- October 7, 2025 - *San Juan Scene* newsletter
- Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent’s Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The materials provide exercises for the interpretive, interpersonal, and presentational modes of communication. ● The units build on each other, and signs are reviewed across units.
Limitations
<ul style="list-style-type: none"> ● The program includes some scripted dialogues, which are not true “interpersonal communication.”

11. **What were the results of the final voting and what are the recommended instructional materials?**

After reviewing the materials, 3 of 3 committee members support the recommendation of *Mastering ASL Level 1*.

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

Student Components	Teacher Components
<ul style="list-style-type: none">• Student edition	<ul style="list-style-type: none">• License for online videos

13. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Teachers will have the opportunity to work individually with the publisher for support.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Kristin Janeway	Community Member
Cole Klerks	Bella Vista High School/Teacher
Lesa Young	Bella Vista High School/Teacher

Appendix B: Category Key Indicators for ASL 1 and 2

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	<ul style="list-style-type: none"> ● 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 use of the target language and authentic materials) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication ● 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	<ul style="list-style-type: none"> ● 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	<ol style="list-style-type: none"> 3. Identifies specific objectives, instructional examples and practice opportunities in every lesson 4. Provides a list of necessary instructional materials for each lesson

	<ol style="list-style-type: none"> 5. Provides support/suggestions for the appropriate use of the program’s technology 6. Includes electronic resources that are integral to the program, not extraneous 7. Provides homework suggestions that reinforce or extend classroom instruction
<p>Digital Tools/Online Resources</p>	<ol style="list-style-type: none"> d. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. e. Technology components are easy to access and user friendly for students and teachers f. Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.) g. Technology enhances student understanding in the appropriate standards and supports the print resources h. Technology is interactive and adaptive when possible
<p>Social Content</p>	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> ● 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
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

1. Subject area or course:

American Sign Language 3 and 4

2. Recommended text(s):

True+Way American Sign Language, True+Way, 2026

3. Rationale:

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

Mastering ASL Level 1, Sign Media, 2006, adopted in 2018

b. Alignment with state or district textbook cycle:

The adoption of the American Sign Language 3 and 4 materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	May 2025
Publisher presentations	May 20, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 22, 2026

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

The total cost of the adoption is \$42,966.00

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 Appendix A: List of Committee Members

8. **What criteria did piloting teachers use to evaluate materials?**

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for World Languages.

9. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for community review, plus availability for members of the community to view the materials in person by appointment.

- Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
- September 30, 2025 - *Behind the Scenes* newsletter
- October 2, 2025 - *Leadership Reflections* newsletter
- October 7, 2025 - *San Juan Scene* newsletter
- Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent’s Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● Modules are laid out clearly with student learning outcomes, culture and language practice, and American Council on the Teaching of Foreign Languages standards. ● There are presentation slides prepared for all units. ● Teachers decide which content to release to students and when.
Limitations
<ul style="list-style-type: none"> ● Some units include too much content. ● There is a learning curve with the online platform.

11. **What were the results of the final voting and what are the recommended instructional materials?**

After reviewing the materials, 3 of 3 committee members support the recommendation of *True+Way American Sign Language*

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

Student Components	Teacher Components
<ul style="list-style-type: none">• 7-year access for the student platform	<ul style="list-style-type: none">• 7-year access for the teacher platform

13. **What professional learning will be offered to 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. Individual support from the publisher will be available on an on-going basis.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Kristin Janeway	Community Member
Cole Klerks	Bella Vista High School/Teacher
Lesa Young	Bella Vista High School/Teacher

Appendix B: Category Key Indicators for World Languages

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	<ul style="list-style-type: none"> ● 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 use of the target language and authentic materials) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication ● 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	<ul style="list-style-type: none"> ● 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	<ol style="list-style-type: none"> 3. Identifies specific objectives, instructional examples and practice opportunities in every lesson 4. Provides a list of necessary instructional materials for each lesson

	<p>5. Provides support/suggestions for the appropriate use of the program’s technology</p> <p>6. Includes electronic resources that are integral to the program, not extraneous</p> <p>7. Provides homework suggestions that reinforce or extend classroom instruction</p>
<p>Digital Tools/Online Resources</p>	<p>d. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</p> <p>e. Technology components are easy to access and user friendly for students and teachers</p> <p>f. Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.)</p> <p>g. Technology enhances student understanding in the appropriate standards and supports the print resources</p> <p>h. Technology is interactive and adaptive when possible</p>
<p>Social Content</p>	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> ● 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
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION

● **Subject area or course:**

- International Baccalaureate Middle Years Programme Chinese 1-4
- International Baccalaureate (IB) Chinese1
- International Baccalaureate (IB) Chinese 2 Standard Level (SL)
- International Baccalaureate Chinese 2 High Level (HL)

● **Recommended text(s):**

IBMYP Chinese 1

- *Ni Hao 1, 3rd edition*, Cheng & Tsui, 2011

IBMYP Chinese 2

- *Integrated Chinese 1, 4th edition*, Cheng & Tsui, 2025

IBMYP Chinese 3

- *Integrated Chinese 2, 4th edition*, Cheng & Tsui, 2025

IBMYP Chinese 4

- *Integrated Chinese 3, 4th edition*, Cheng & Tsui, 2017

IB Chinese 1

- *Integrated Chinese 4 Simplified and Traditional Text, 4th Edition*, Cheng & Tsui, 2019

IB Chinese 2 Standard Level

Taiwan Today, Cheng & Tsui, 2009

IB Chinese 2 High Level

- *Masterworks Chinese Companion*, Cheng & Tsui, 2004

3. **Rationale:**

- Title, publisher, copyright and year of adoption of current textbook:

- Cheng & Tsui titles

- Alignment with state or district textbook cycle:

The adoption of the Mandarin Chinese materials is on cycle with the current San Juan Unified adoption matrix.

- Special considerations, if any:

None

4. **Adoption timeline:**

Action	Date
Adoption Committee prescreens all available materials	May 2025
Publisher presentations	May 20, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 22, 2026

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

The total cost of the adoption is \$73,371.03

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for World Languages

9. What opportunities were provided for community input?

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
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 - Social media posts were made on:
 - Oct. 1
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 - October 7, 2025 - *San Juan Scene* newsletter
 - Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent's Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<p><i>Ni Hao 1:</i></p> <ul style="list-style-type: none">● The material is logically sequenced and gradually presented.● The teacher's handbook provides multiple additional ideas for practice and assessment.● Student progress is supported with visuals and a variety of practice activities.

Integrated Chinese 1:

- Each lesson includes reading passages, listening exercises, speaking exercises, pair work, and prompts for presentations or writing.
- The content frequently integrates cultural context, cultural notes and comparisons, fostering intercultural awareness.

Integrated Chinese 2:

- The program provides ample material to support IB and MYP Chinese courses at the high school level throughout the academic year.
- Lessons follow a systematic structure aligned with performance tasks and assessments.

Integrated Chinese 3:

- The textbook, workbook, audio, and digital tools work well together to support meaningful learning, especially for IB students.
- The program offers diverse resources and strategies, including visual aids, interactive activities, and cultural content.

Integrated Chinese 4:

- The program includes comprehension checks and tasks that assess both understanding and application, aligning well with the expectations of high school Chinese programs.
- The materials include content across the modes of communication and support ongoing instruction, practice, review, and assessment.

Taiwan Today:

- The program is designed for intermediate-high to advanced learners, emphasizing interpretive reading, academic vocabulary, and critical thinking through contemporary Taiwanese topics.
- The clear organization and authentic content support preparation for AP and college-level Chinese and offer perspectives beyond Mainland China.

Masterworks Chinese Companion:

- The materials provide leveled adaptations of classic Chinese literature, making it especially well-suited for IB HL, where literary study is essential.
- The consistent chapter structure supports interpretive reading and cultural understanding of traditional Chinese values and complements more modern or thematic textbooks.

Limitations

Ni Hao 1:

- There are limited technology-based resources.

Integrated Chinese 1:

- Some of the dialogues are simplified for learners, rather than being authentic.

Integrated Chinese 2:

- The pace and density of the material may require teachers to adjust pacing.

Integrated Chinese 3:

- Teachers will need to build upon available scaffolding in materials to ensure access for all learners.

Integrated Chinese 4:

- Support for students with disabilities, varied learning styles or diverse cultural identities is limited, requiring some supplementation by the teacher.

Taiwan Today and Masterworks Chinese Companion:

- The materials include few built-in assessment materials, requiring supplementation by the teacher.

11. **What were the results of the final voting and what are the recommended instructional materials?**

After reviewing the materials, 3 of 3 committee members support the recommendation of *Ni Hao Level 1, Integrated Chinese 1-4, Taiwan Today and Masterworks Chinese Companion*.

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

Student Components	Teacher Components
<ul style="list-style-type: none">• Student textbook• Student workbook	<ul style="list-style-type: none">• Teacher textbook

13. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Teachers will have the opportunity to work individually with the publisher for support.

14. **Curriculum department contact for additional information:**

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

15. **Date submitted Report II:** April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Jonathan Cartwright	Community Member
Meng Shui Harimoto	Winston Churchill Middle School/Teacher
Bih-Yuan Yang	Mira Loma High School/Teacher

*Appendix B: Category Key Indicators for Mandarin 1/Middle Years Programme
Mandarin 1*

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	<ul style="list-style-type: none"> ● 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 use of the target language and authentic materials) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● Provides homework suggestions that reinforce or extend classroom instruction
Digital Tools/Online Resources	<ul style="list-style-type: none"> ● 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.) ● Technology enhances student understanding in the appropriate standards and supports the print resources ● Technology is interactive and adaptive when possible
Social Content	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> ● 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
Professional Learning and Curriculum Innovation Department**

Textbook Adoption

Report II

SUMMARY INFORMATION FROM REPORT I

1. Subject area or course:

Spanish for Heritage Learners 2 and 3

2. Recommended text(s):

Galería de lengua y cultura 1, Vista Higher Learning, 2025

3. Rationale:

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

El Mundo 21 Hispano, Cengage, 2014, adopted in 2019

b. Alignment with state or district textbook cycle:

The adoption of the Spanish for Heritage Learners 2 and 3 materials is on cycle with the current San Juan Unified adoption matrix.

c. Special considerations, if any:

None

4. Adoption timeline:

Action	Date
Adoption Committee prescreens all available materials	April-June 2025
Publisher presentations	May 20, 2025
Report I	November 5, 2025
Pilot cycle 1	August 25, 2025 - October 17, 2025
Pilot cycle 2	October 20, 2025 - December 19, 2025
Public review period	September 29, 2025 - December 17, 2025
Outreach events	October 2, 2025, October 8, 2025, October 16, 2025, October 22, 2025, November 5, 2025, November 13, 2025
Committee makes a recommendation	January 20, 2026

Report II to Curriculum & Standards	April 8, 2026
Board discussion and action	April 14, 2026 and April 28, 2026
Materials delivered to sites	July 2026

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

The total cost of the adoption is \$82,949.16

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 Appendix A: List of Committee Members

8. What criteria did piloting teachers use to evaluate materials?

The adoption committee evaluated the materials using the Category Key Indicators document.

See Appendix B: Category Key Indicators for World Languages

9. In what ways were student responses solicited?

At the end of each cycle, students who participated in the pilot responded to a survey. Strengths and limitations shared by students are as follows:

Strengths
<ul style="list-style-type: none"> • The students indicated that the materials include many images and diagrams to help visualize the content. • The students said this program had more engaging readings. • The students share that the online platform was easy to use.
Limitations
<ul style="list-style-type: none"> • Some of the students said that some online assignments were not engaging.

10. **What opportunities were provided for community input?**

- Community members were able to join the adoption committee.
 - February 3, 2025 - A website article was posted on the district and school websites
 - February 3, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - February 4, 2025 - The application for committee participation was shared via the *San Juan Scene* e-newsletter
 - February 4 and February 24, 2025 - An announcement for committee participation was shared on social media
- Materials Feedback Outreach was conducted.
 - September 29, 2025 - A message via phone call, email, and text message was sent through the mass notification system to all parents/guardians in all the district's main languages
 - September 29, 2025 - December 17, 2025 - Information about the materials being considered for adoption, plus options for in-person and online review, are made available on the San Juan website for community review, plus availability for members of the community to view the materials in person by appointment.
 - Social media posts were made on:
 - Oct. 1
 - Nov. 5
 - Dec. 10
 - September 30, 2025 - *Behind the Scenes* newsletter
 - October 2, 2025 - *Leadership Reflections* newsletter
 - October 7, 2025 - *San Juan Scene* newsletter
 - Shared information at the following parent advisory committee meetings
 - Oct. 2 - Superintendent's Parent Advisory Committee (SPAC)
 - Oct. 8 - American Indian Education Program Parent Advisory Committee (PAC)
 - Oct. 16 - Local Control Accountability Plan Parent Advisory Committee Meeting (LCAP PAC)
 - Oct. 22 - Special Education Community Advisory Committee (CAC) meeting
 - Nov. 13 - District English Learner Advisory Committee (DELAC) Meeting

FEEDBACK RESULTS

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

Strengths
<ul style="list-style-type: none"> ● The materials include a large number of supplemental authentic readings as well as images, video and audio to support instruction across the AP themes so that students who want to go on to prepare for the AP exam have a solid foundation. ● The platform includes easy integration with Google Classroom. ● Cultures of the Spanish-speaking world are well-represented throughout the materials. ● The materials include plenty of content for two years of instruction.
Limitations
<ul style="list-style-type: none"> ● There is a lot of content in each chapter. ● Learning the online platform will require support for teachers who are new to it.

12. **What were the results of the final voting and what are the recommended instructional materials?**

Using a consensus model, 4 of 4 committee members support the recommendation of *Galería de lengua y cultura 1*.

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

Student Components	Teacher Components
<ul style="list-style-type: none"> ● Student edition ● 7-year digital access for the student platform ● Consumable workbooks 	<ul style="list-style-type: none"> ● Modular teacher’s edition set ● 7-year digital access for the teacher platform

14. **What professional learning will be offered to teachers? What costs will be associated with the training?**

Professional learning will include both publisher support for lesson design using the materials, including the online platform, and district opportunities for additional collaboration and the development of a suggested scope and

sequence. The publisher's professional learning will include two in-person workshops as well as two follow-up virtual learning sessions, designed in collaboration with the World Languages Program Specialist. The cost for this publisher-provided professional learning is \$8,000.

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: April 8, 2026

Appendix A: Adoption Committee Members

Committee Member	School/Role
Maria Alvarado	Bella Vista High School/Teacher
Luz Perry	El Camino High School/Teacher
Ana Quiñonez	Encina High School/Teacher
Adriana Valencia	Community Member

Appendix B: Category Key Indicators for World Languages

Category	Key Indicators
Content/ Alignment to Standards	<ul style="list-style-type: none"> ● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework ● Provides explicit, sequential, logical, systematic instruction and diagnostic support ● Reflects accurate, current, and relevant content information
Program Organization	<ul style="list-style-type: none"> ● 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 use of the target language and authentic materials) ● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)
Assessment	<ul style="list-style-type: none"> ● Assesses understanding and application of skills and knowledge embedded in the program ● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication ● 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	<ul style="list-style-type: none"> ● 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	<ol style="list-style-type: none"> 3. Identifies specific objectives, instructional examples and practice opportunities in every lesson 4. Provides a list of necessary instructional materials for each lesson

	<p>5. Provides support/suggestions for the appropriate use of the program’s technology</p> <p>6. Includes electronic resources that are integral to the program, not extraneous</p> <p>7. Provides homework suggestions that reinforce or extend classroom instruction</p>
<p>Digital Tools/Online Resources</p>	<p>d. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</p> <p>e. Technology components are easy to access and user friendly for students and teachers</p> <p>f. Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.)</p> <p>g. Technology enhances student understanding in the appropriate standards and supports the print resources</p> <p>h. Technology is interactive and adaptive when possible</p>
<p>Social Content</p>	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> ● 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.)?

SUBJECT: Strategic Plan Update (Allen) - 7:45 p.m.

DEPARTMENT: Administration

ACTION REQUESTED:

Report: The superintendent is recommending that the board receive a report regarding rollout and implementation of the district's strategic plan.

RATIONALE/BACKGROUND:

The San Juan Unified Strategic Plan, 2024-2029, was adopted by the board in May of 2024 after a year-long development process.

This year, the district worked to create more focused goals in support of the desired strategic plan outcomes identified by our community. While work on many of the identified goals continues through the end of the school year, there is exciting progress to share.

Strategic Direction 1 focuses on student achievement. Areas of focus for the year under Strategic Direction 1 have included early literacy and grades 3-8 math as measured by winter 2025 to winter 2026 i-Ready data. Both areas show growth with the number of students scoring at or above grade level in early literacy up 2.7% and in grades 3-8 math up by 0.9%.

Strategic Direction 2 highlights our efforts to meet each learner and member of our greater community with the resources and services they need. One initiative this year has been working to collaboratively develop a co-teaching model supporting our special education high school teachers. Staff from eight of our high schools jumped into this work over the summer and a dedicated workgroup is continuing to drive this work to support the delivery of instruction in a general education setting for our special education students.

Strategic Direction 3 asks us to develop systems and structures that support our employees and streamline processes. The district's human resources team launched an effort to ensure accuracy of seniority lists, which are foundational to many district HR processes, by making them more transparent and accessible to staff. In January and February, staff members were provided with their individual standing in seniority, with the HR team collecting feedback to improve the process next year.

Strategic Direction 4 guides our efforts to engage families and community partners in the educational process. Chronic absenteeism has grown significantly in schools across the nation since the 2020 pandemic. This year, the district worked to develop additional supports for students and families and year-to-date has seen more than a 2 percent reduction in the district's chronic absenteeism rate.

2026-27 will represent the mid-way point in the district's current five-year strategic plan and signal the need to check-in on our direction and progress. A collaborative review and update process will be launched next fall to ensure the district remains focused on the current needs and opportunities in support of our students.

ATTACHMENT(S):

1. [Presentation](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Board of Education: 05/14/2024, 05/28/2024, 10/08/2024, 06/24/2025

Superintendent's Cabinet: 05/06/2024, 05/20/2024, 09/30/2024, 06/16/2025, 04/06/2026

FISCAL IMPACT:

Current Budget:

\$7,500 - Base (Ongoing)

Efforts aligned to the plan are funded individually.

PREPARED BY: Trent Allen, APR, Chief of Staff

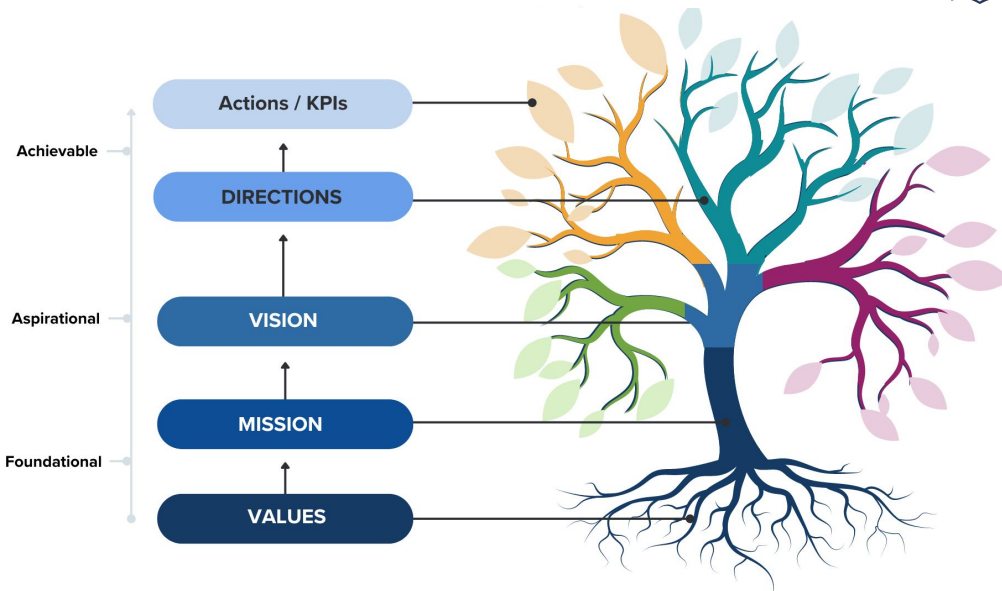
APPROVED BY: Melissa Bassanelli, Superintendent of Schools



Growing Together

Strategic Plan Update

Board of Education
April, 14 2026



Early Literacy

Goal

Increase the percentage of first and second-grade students who score at or above grade level by 1%

Indicator

Winter 2025 to winter 2026 i-Ready data

Result



Math in Grades 3-8

Goal

Increase the percentage students who score at or above grade level by 1%

Indicator

Winter 2025 to winter 2026 i-Ready data

Result



Special Education Co-Teaching Model

Goal

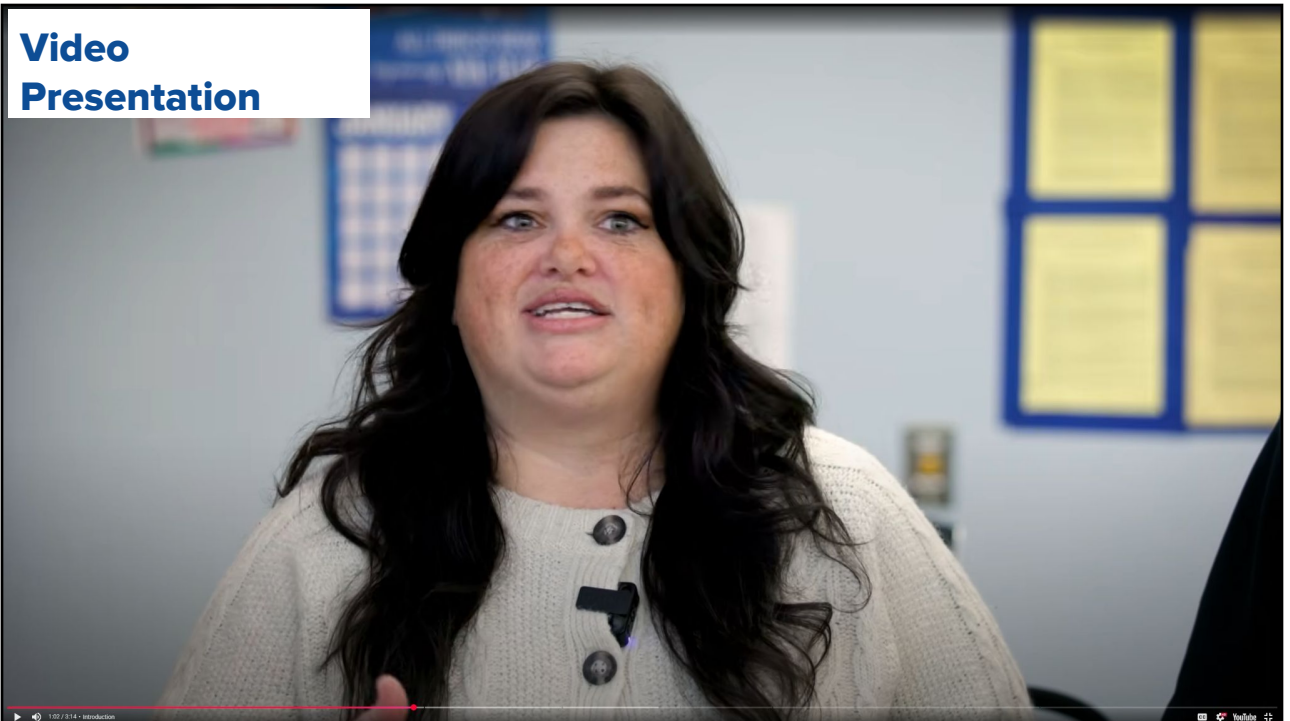
Co-design a co-teaching model for special education in high school

Progress

- 42 staff from eight high schools jumped into learning research-based co-teaching best practices
- A workgroup of 15 are continuing the work to develop our co-teaching model through a continuous improvement cycle



Video Presentation



STRATEGIC DIRECTION 3

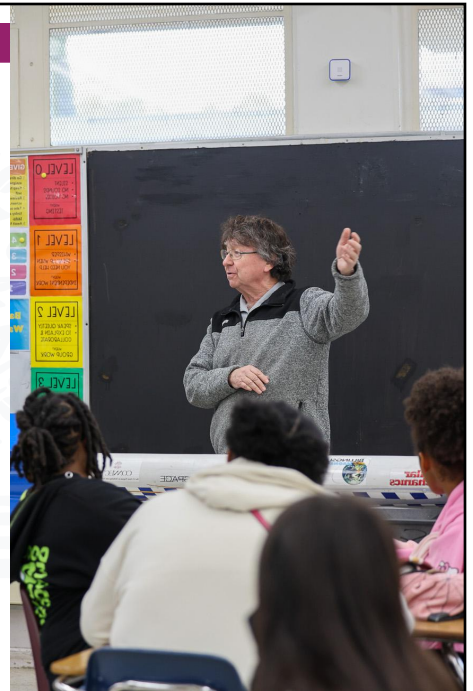
Seniority List Transparency

Goal

Increase data integrity through greater awareness of seniority lists

Progress

- Draft lists shared with employee group partner leadership
- All employees notified of their position on seniority lists



7

STRATEGIC DIRECTION 4

Reducing Chronic Absenteeism

Goal

Decrease the district's chronic absenteeism rate by 2%

Progress

- Expansion and support for Attendance Academy and attendance recovery options



8

Next Step



The Strategic Foundation

- Mission & Vision
- Core Values
- Eight Point Commitment to Educational Justice

The LCAP Supports

- Goals & Focus Areas
- Actions & Services

Single Plan for Student Achievement

- School Specific
- Developed By School Community

9

Next Step

- **Time for a check-in**
 - 2026-27 represents the mid-point of our five year plan implementation
 - Align efforts with current needs and resources



SAN JUAN UNIFIED SCHOOL DISTRICT
2024-29 STRATEGIC PLAN



10

SUBJECT: Technology Update (Skibitzki) - 8:00 p.m.

DEPARTMENT: Technology Services

ACTION REQUESTED:

Report: The superintendent is recommending that the board review the technology update.

RATIONALE/BACKGROUND:

This report provides the board with an overview of all the different functions and projects within technology services. San Juan Unified's Technology Services are powered by fifty-two professionals across five teams.

The Technology Services department remains fully aligned with and supportive of the superintendent's goals presented to the board, ensuring that technology continues to enhance teaching, learning, and operational efficiency across San Juan Unified. Technology Services has deployed Chromebooks and Chrome Carts in nearly every classroom and continues to maintain and support San Juan Unified's full Chromebook inventory, ensuring students and staff have reliable access to the tools they need.

In addition to sustaining current devices, Technology Services has developed a comprehensive five-year Chromebook refresh plan that provides a predictable, fiscally responsible roadmap for maintaining modern, secure, and instructionally effective devices for all students. This plan aligns with San Juan Unified's priorities for equity, access, and long-term budget stability.

Recent changes to the federal E-rate program, specifically the removal of discounts for Wi-Fi hotspots and bus Wi-Fi services, have required Technology Services to adjust our approach and explore alternative strategies to meet student connectivity needs away from school. Despite these changes, Technology Services remains committed to supporting all students and staff with timely and responsive solutions for any technology request or concern.

The Networking and Applications Support team has been instrumental in several efforts this year, including deploying a new document management system, improving network security, and implementing a pilot program for multi-factor authentication for students at all high schools.

The Student Information Systems team has continued to certify on time for CALPADS, provided data support for multiple projects across San Juan Unified, helped create the attendance recovery initiative, and plans to help sites with master schedule training.

The Help Desk and Desktop Support team handles device deployment, repair, and troubleshooting. This team also helps set up technology for various meetings, assists with recording board meetings, and provides technological support at school sites during remodeling or modifications.

The Business Systems Support team has continued to help with Frontline/Escape updates, digitize and archive legacy payroll paper forms, print, sort, and seal all W2s, 1099s, and 1095-Cs, and assist with fixed asset depreciation.

The Application and Architecture Design team has created a new tracking system for the System of Professional Growth, a new timecard application for the Professional Learning and Innovation team, and is starting work on a District Case Management System to be used by Legal Services, Human Resources, and Family Engagement to track and manage incidents.

In 2026-2027, Technology Services will continue development of a district email and document retention policy, update the business continuity and disaster recovery plan, and continue collaborating with instructional teams to complete San Juan Unified's Instructional Technology plan.

ATTACHMENT(S):

1. [Presentation](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

Budget: \$14,872,093.00

PREPARED BY:

Peter Skibitzki, Senior Director, Technology Services

APPROVED BY:

Frank Camarda, Chief Operations Officer
Melissa Bassanelli, Superintendent of Schools



San Juan Unified
SCHOOL DISTRICT

Technology Services

San Juan Unified School District
Board of Education Technology Update
April 14, 2026

Peter Skibitzki
Sr. Director

1

1

How Does Technology Services Get it Done

5 Teams

- ▶ Networking and Telecommunications Support
- ▶ Student Information Support
- ▶ Desktop Support
- ▶ Business Systems Support
- ▶ Special Projects



2

2

Networking and Telecommunications

- ▶ Day to Day
 - ▶ 4,009 tickets; 252 surveys; 97% positive surveys
 - ▶ Support San Juan Unified's network, applications, and telephones
- ▶ Current Projects
 - ▶ Deploy Multi-Factor Authentication (MFA) to all high school students
 - ▶ Migrate departments from W:/ Drive to Teams
 - ▶ Document tagging for document retention policy
 - ▶ Migrate Virtual Machine (VM) storage from VMWare to Hewlett Packard Enterprise (HPE) VM Essentials
- ▶ Future Projects
 - ▶ Email Retention Policy
 - ▶ Deployment to DocuWare for all departments
 - ▶ Install 488 Intermediate Distribution Frame (IDF) switches for high and middle schools

3



Joe Nogosek
Program Manager – Networking and Telecommunications

3

Student Information Systems

- ▶ Day to Day
 - ▶ 6,704 tickets; 521 surveys; 96% positive surveys
 - ▶ 2,446 phone calls; 98% answer rate
 - ▶ Support stakeholders with Aequitas (Q) support
 - ▶ Provide data for multiple teams
- ▶ Current Projects
 - ▶ Attendance Recovery Initiative – recouping over \$1.2 million for the district in Average Daily Attendance (ADA)
 - ▶ California College Guidance Initiative
 - ▶ Q and School Pathways Integrations
- ▶ Future and Annual Projects
 - ▶ Clever Application Setup and Configuration
 - ▶ Setting tracks in Q
 - ▶ Enrollment
 - ▶ California Longitudinal Pupil Achievement Data System (CalPads) support and reporting

4



Laura Kenobbie
Program Manager – Student Information Systems

4

Desktop Support

- ▶ Day to Day
 - ▶ 16,605 tickets; 1,818 surveys; 98% positive surveys
 - ▶ 5,892 calls; 90% answer rate
 - ▶ Supporting stakeholders with hardware support
- ▶ Current Projects
 - ▶ 2025-2026 Computer Replacement Program (CRP) – 725 devices
 - ▶ Event coverage – district sites and special events – 105 events currently; additional events scheduled
 - ▶ Device configuration and technical support for E-Sports programs
 - ▶ Site remodel support
- ▶ Future Projects
 - ▶ 2026 Smooth Start
 - ▶ 2026-2027 CRPs – projecting 675 devices plus additional unscheduled deployments



5
Esteban Ramirez
Program Manager – Desktop Support

5

Business System Support

- ▶ Day to Day
 - ▶ 3,000 tickets; 192 surveys; 99% positive surveys
 - ▶ Support internal stakeholders: Benefits, Business, Fiscal, Human Resources (HR), Payroll, and Sub-Finder Information Systems
 - ▶ Supported Applications: Frontline Enterprise Resource Planning (ERP); Absence Management, Central, Employee Self-Service (ESS), and Recruiting and Hiring
- ▶ Current Projects
 - ▶ Print, sort, and seal 2025 W2s, 1099s, and 1095-cs
 - ▶ Plan and implement the California State Teachers' Retirement System (CalSTRS) new file format reporting
 - ▶ Time and Attendance setup and roll-out per HR timeline
 - ▶ Implement new permissions in ERP for student body access to existing accounts



6
Dave Kong
Coordinator – Business Systems Support

6

Special Projects



- ▶ System of Professional Growth
- ▶ Timecards
- ▶ District Case Management System
- ▶ Non-Staff Management Information System (Volunteers)
- ▶ Field Trip Request System workflow enhancement

7



Jeff Pham
Applications Architect

7

Interactive Panels

- ▶ Classroom friendly
- ▶ Easy to use
- ▶ Real-time modeling and feedback
- ▶ Multimodal instruction for all learners
- ▶ Opportunity for checking for understanding



8

8

Pocket Talk Translators



- ▶ Easy to use
- ▶ Effective communication
- ▶ Cost-effective
- ▶ Possible cost savings

9

E-Rate Projects

Cost before E-Rate

- ▶ San Juan Unified switch replacement request for proposal (RFP) (2025-2026): **\$1,749,793.20**
- ▶ Wireless project (2026-2027): **\$764,459.63**
- ▶ Core switches and HUB project (2026-2027): **\$214,024.21**

True Costs to San Juan Unified

- ▶ San Juan Unified switch replacement RFP (2025-2026): **\$349,958**
- ▶ Wireless project (2026-2027): **\$152,899.13**
- ▶ Core switches and HUB project (2026-2027): **\$127,199.61**




10

Security

Malware Threats Blocked	Phish Threats Blocked	Business Email Compromise Threats Blocked
Last Quarter		
7,551	21,229	2,778

- ▶ Quarterly spear-phishing campaigns
- ▶ Cyber security awareness training
- ▶ 24/7 security operations center services
- ▶ Incident response plan
- ▶ Disaster recovery and business continuity planning

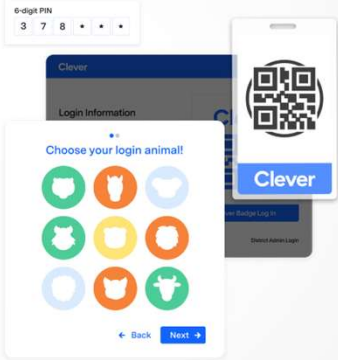


11

11

Multi-Factor Authentication

- ▶ One of the very few districts in the nation who have implemented
- ▶ Spear-phishing campaigns are now targeting students
- ▶ Deployed to all high schools
- ▶ Next steps: deploying to middle schools



12

12

Video Conference Transition




13

13

Chromebook Refresh Plan

Fiscal Year	G6 Units	G7 Units	G8 / X360 Units	Total Units
2026-2027	1,000	0	2,700	3,700
2027-2028	0	0	3,700	3,700
2028-2029	0	1,000	2,700	3,700
2029-2030	0	0	3,600	3,600
2030-2031	0	0	3,300	3,300

- ▶ San Juan Unified has set aside \$7.5 million
- ▶ Volume discount and bundled pricing help reduce effective per-unit costs
- ▶ Supporting the Instructional Technology Plan
- ▶ Coordinated planning and scheduling
- ▶ Device preparation and distribution
- ▶ Retired device management
- ▶ Stakeholder communication and oversight

Cognizant that Chromebook pricing will change due to current product availability

14

14



SUBJECT: Adoption of the 2026 Level I Developer Fee Justification Study (Camarda) - 8:15 p.m.

DEPARTMENT: Operations

ACTION REQUESTED:

Action: The superintendent is recommending that the board adopt Resolution No. 4258, accepting the 2026 Level I Developer Fee Justification Study and the California Environmental Quality Act (CEQA) exemption.

RATIONALE/BACKGROUND:

At its meeting on January 28, 2026, the State Allocation Board (SAB) increased the statutory Level 1 fees by 4.06 percent, to \$5.38 per square foot for residential construction and \$0.87 per square foot for commercial construction. As per AB 602, newly added section 66016.5, school districts must adopt the study prior to adopting any associated development fee. Previously, the school district could adopt the impact fee nexus study simultaneously with the adopted fee amounts. School districts may adopt both the study and any corresponding fee adjustment at the same meeting, but the two items must be agenzized separately.

Education Code section 17620 (AB 2926, Chapter 887/Statutes 1986) provides that “the Governing Board of any school district is authorized to levy a fee, charge, dedication, or other forms of requirement against any development project for the construction or reconstruction of school facilities.” To levy and collect developer fees, a school district must show the correlation (or “nexus”) between new residential, commercial and industrial development and the need for new or reconstructed school facilities.

Developer fees were originally established in 1987 with a maximum fee of \$1.50 per square foot of new residential construction and \$0.25 per square foot of new commercial/industrial construction. This maximum amount is reviewed and adjusted every two years by the SAB. Developer fees may be used to finance new schools and equipment and to reconstruct existing facilities in order to maintain adequate school facilities for district students. Other appropriate uses of developer fees include, but are not limited to interim housing, site acquisition, replacement of aged or inadequate portable classrooms and housing for class-size reduction. Up to three percent of the fees collected may be used to defray the administrative costs incurred by the district in collecting these fees. Uses of the fees that are specifically prohibited by law include: regular or routine maintenance of facilities, asbestos abatement incidental to construction or reconstruction and deferred maintenance programs.

ATTACHMENT(S):

1. [Presentation](#)
2. [Resolution No. 4258](#)
3. [2026 Developer Fee Justification Study](#)

BOARD COMMITTEE ACTION/COMMENT:

Facilities Committee: 03/03/2026

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY: Frank Camarda, Chief Operations Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

San Juan Unified School District
Developer Fee Justification Study
Level 1 Fees
Board of Education Meeting
April 14, 2026

San Juan Unified
SCHOOL DISTRICT

1

Purpose of Developer Fees

To pay for the construction or reconstruction of school facilities necessitated by student population increases resulting from development.

See, *Cresta Bella, L.P. v. Poway Unified School District* (2013) 218 Cal.App.4th 438; Ed. Code, § 17620(a)(1).

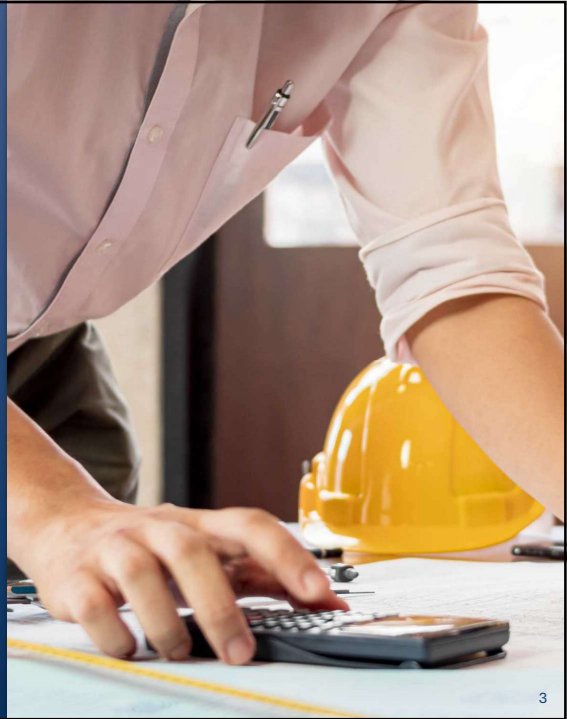
2

January 28, 2026 SAB Raises Level 1 Developer Fees 4.06%

At the January 28, 2026, meeting of the State Allocation Board, the Board approved a 4.06% increase to the maximum Level 1 Developer Fees authorized to be collected by school districts pursuant to Education Code section 17620.

The new approved rates are:

- \$5.38 per square foot for residential development (an increase of \$0.21)
- \$0.87 per square foot for commercial/industrial development (an increase of \$0.03)

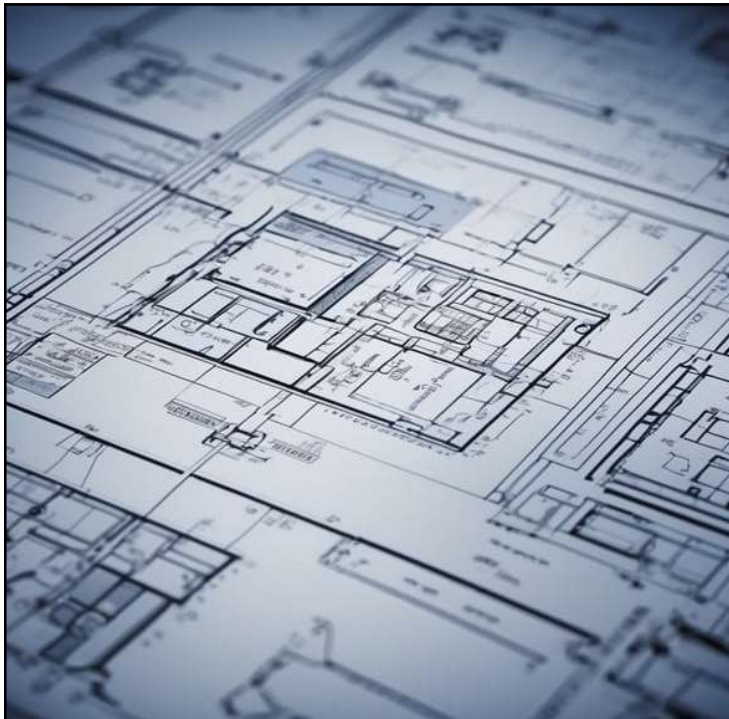


3

3

Rationale Reasons for New Study

- Ed code section 17620
- Assess impacts to accommodate students generated new development projects
- High cost of construction
- Standard to update fees every two years as inflation adjustments are approved by the State Allocation Board (SAB)



4

4

2026 Developer Fee Study

Requires justification study establishing:

- Purpose of the fee;
- Use to which the fee is to be put;
- Reasonable relationship between the fee's use and the type of development project, and;
- Reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed

(Gov. Code, § 66001)



5



Current Status of San Juan Unified Level 1 Fees

Residential Projects

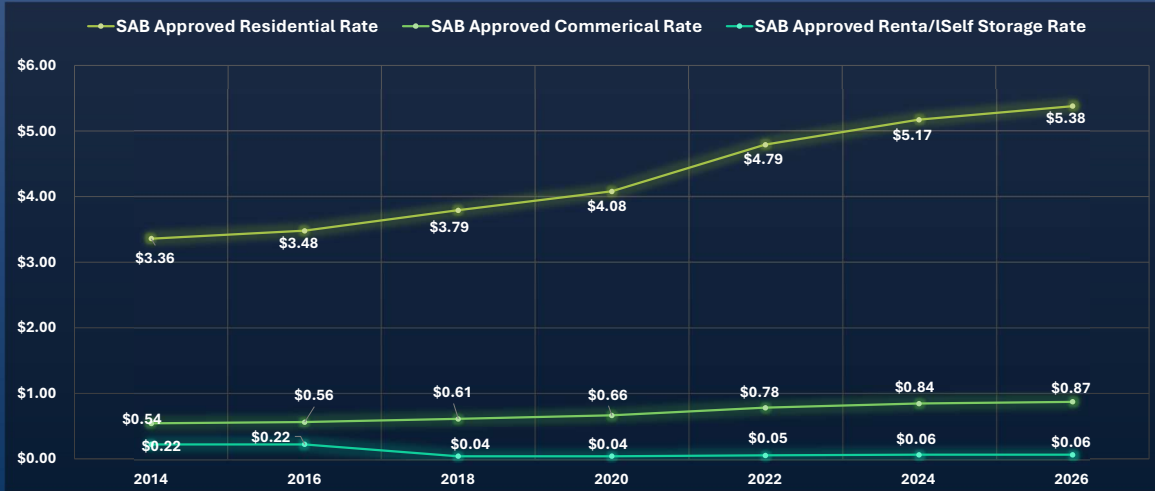
- Current Statutory Fee = \$5.17
- Increased Statutory Fee = \$5.38
- Net Increase in Fee = \$0.21

Commercial Projects

- Current Statutory Fee = \$0.84
- Increased Statutory Fee = \$0.87
- Net Increase in Fee = \$0.03
- Rental Self Storage = \$0.06 (\$0.01 change from 2022)

6

Historical Perspective – Fee Rates



7

7

Historical Perspective - Income



*As of January 28, 2026

8

8

San Juan Unified
Student Forecast
2026-2030
Planned
Residential
Development
Listing

Map ID#	Project	Developer	Unit Type	Status	Total Units	Total Units Occupied	Units Applied in Forecast	Estimated Students	Estimated Full Occupancy
Carmichael ES									
19	The Paseos at Carmichael	Homes by Towne	SFD	ACT	45	0	30	22	2027
17	Weatherstone		SFD	ACT	22	0	22	16	2028
Carriage Drive ES									
4	Bearpaw Village Apartments	Bearpaw Equities	APT	PLAN	42	0	42	16	2028
Dyer Kelly ES									
21	Yeshi Arden Apartments		APT	PLAN	39	0	39	15	2028
Greer ES									
1	1530 Howe Ave Redevelopment	Sutter Capital Group	APT	PLAN	176	0	176	69	2027
Howe ES									
12	Millennial Apts		APT	PLAN	16	0	16	6	2029
14	Summer Trace Apts		APT	PLAN	16	0	16	6	2027
15	Summer Trace II Apts		APT	PLAN	49	0	49	19	2028
Kelly ES									
9	Kestrel at Winding Ranch	Towne Development of Sac	SFD	PLAN	79	0	79	57	2029
18	Verde Cruz Townhomes		MFA	PLAN	17	0	17	7	2027
Kingswood ES									
13	Sayonara Habitat Project	Habitat for Humanity	MFA	ACT	26	0	26	10	2027
LeGette ES									
10	Lismore Place		SFD	PLAN	10	0	10	7	2028
Northridge ES									
8	Heritage at Gum Ranch	Elliott Homes	SFD	ACT	340	301	39	28	2027
16	Sunrise Vista Apts		APT	ACT	30	0	30	12	2026
Ottomon Way ES									
4	Blossom Ridge	Fieldstone Communities	SFD	ACT	32	0	32	23	2028
5	Canyon Terrace Apts Expansion	Canyon Terrace Folsom, LLC	APT	ACT	96	0	48	19	2026
7	Hazel Ridge		SFD	PLAN	23	0	23	16	2029
Pershing ES									
11	Madison MFA		MFA	ACT	20	0	20	8	2027
Whitney Ave ES									
2	Annadale Luxury Estates		MFA	PLAN	21	0	21	8	2028
20	Whitney Place		SFD	PLAN	18	0	18	13	2028
NOTES									
Source: City of Citrus Heights Planning Department, County of Sacramento Planning Department									
Note: Occupancy information is calculated as of October of each corresponding year.									
Explanation of Housing Types: SFD: Single Family Detached, MFA: Multi-Family Detached, APT: Apartment									

9

Permissible Uses of Developer Fees

Developer fees may be used for the following purposes:

- Construction or reconstruction of school facilities. (Ed. Code, § 17620(a).)
- Costs associated with conducting the meeting(s) required for levying a new fee or increasing an existing fee. (Gov. Code, § 66016(c).)
- Costs attributable to the increased demand for public facilities reasonably related to the development in order to: (1) refurbish existing facilities to maintain the existing level of service or (2) achieve an adopted level of service that is consistent with a general plan. (Gov. Code, § 66001(g).)



10



11

**RESOLUTION BEFORE THE GOVERNING BOARD OF THE
SAN JUAN UNIFIED SCHOOL DISTRICT
IN THE MATTER OF ADOPTION OF A FEE JUSTIFICATION STUDY AND THE
INCREASE IN SCHOOL FACILITIES FEES AND ADOPTION OF CEQA NOTICE OF
EXEMPTION**

RESOLUTION NO. 4258

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, the governing board (“Board”) of the San Juan Unified (“District”) has caused a study to be prepared by SchoolWorks entitled 2026 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the “Study”), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board (“SAB”) in the amount of \$5.38 per square foot for residential development and \$0.87 per square foot for commercial/industrial development; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act (“CEQA”)(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of

Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution (“Resolution”), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board’s regularly scheduled meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published twice in the newspaper in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.
2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.
3. The fees are to be used to finance the construction and reconstruction of school facilities.
4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school

facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.
6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.
7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2026 Developer Fee Justification Study, prepared by SchoolWorks which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at or in excess of the allowable limits, the District hereby increases fees on residential development to \$5.38 per square foot, and fees on commercial/industrial developments to \$0.87 per square foot, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq., except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

AND BE IT FURTHER RESOLVED that the increase in fees shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the increase in fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby approves the CEQA Notice of Exemption regarding the increase in fees and directs the Superintendent, or his or her

designee, to file the CEQA Notice of Exemption, together with a certified copy of this Resolution, with the County Clerk of each County in which the District shall collect fees pursuant to Education Code Section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

This Resolution is adopted this 14th day of April 2026, by the following vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

**Tanya Kravchuk, President
San Juan Unified School District
Board of Education**

Attest:

**Nick Bloise, Clerk
San Juan Unified School District
Board of Education**

FEBRUARY 2026

2026 DEVELOPER FEE JUSTIFICATION STUDY
FOR
SAN JUAN UNIFIED SCHOOL DISTRICT

MELISSA BASSANELLI,
SUPERINTENDENT

PREPARED BY

SCHOOLWORKS, INC.
8700 Auburn Folsom Rd., #200
Granite Bay, CA 95746

PHONE: (916) 733-0402
WWW.SCHOOLWORKSGIS.COM



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- A. **Census Data**
- B. **Use of Developer Fees**
- C. **Site Development Costs**
- D. **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 28, 2026**
- E. **Annual Adjustment to School Facility Program Grants**
- F. **Impacts of the Sunrise Tomorrow Specific Plan**



Executive Summary

This Developer Fee Justification Study demonstrates that the San Juan Unified School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of \$5.17 per square foot for residential construction and a fee of \$0.84 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$5.38** per square foot for residential construction and **\$0.87*** per square foot for commercial/industrial construction. This proposed increase represents \$0.21 per square foot and \$0.03 per square foot for residential and commercial/industrial construction, respectively.

The following table shows the impact of the new fee amounts:

Table 1
San Juan Unified
Developer Fee Collection Rates

Totals	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$5.17	\$5.38	\$0.21
Commercial/Ind.	\$0.84	\$0.87	\$0.03

*except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

The total projected number of housing units to be built over the next five years is 1,115. The average area per unit is 1,719 square feet. This Study demonstrates a need of \$6.05 per square foot for residential construction.

Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As new developments generate students, additional school facilities or modernization of existing facilities will be needed to house the new students. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$5.38** per square foot of residential construction and **\$0.87** per square foot of commercial or industrial construction.

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the San Juan Unified School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the San Juan Unified School District. The students generated will then be loaded into existing facilities to the extent of available space. Thereafter, the facilities needed will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.



Enrollment and Impacts

In 2025/2026 the District’s total enrollment (CBEDS) was 39,731 students. The enrollment by grade level is shown here in Table 2.

Table 2

**San Juan Unified
 CURRENT ENROLLMENT**

Grade	2025/2026
TK/K	3,473
1	2,769
2	2,887
3	2,949
4	3,026
5	3,062
6	3,125
TK-6 Total	21,291
7	3,002
8	2,981
7-8 Total	5983
9	3,216
10	3,163
11	2,846
12	3,232
9-12 Total	12,457
TK-12 Total	39,731

This data will be the basis for the enrollment impacts which will be presented later after a review of the development projections and the student generation factors.



Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. To ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The same analysis and student generation rate applicable to new development is applicable to replacement residential and commercial development. In determining the impact of replacement development, the District is required to show how many students will be generated from the replacement developments. In order to ensure that replacement development is paying only for the impact of those students that are being generated by homes and businesses replacing other previously existing homes and businesses, the student generation factor is applied to the number of replacement housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

**San Juan Unified
 STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.14605
7-8	0.04344
9-12	0.08909
Total	0.27858



When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **59.7%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Impacts

The San Juan Unified School District has experienced an average new residential construction rate of approximately 223 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting each of the planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 223 units per year. Projecting the average rate forward, we would expect that 1,115 units of residential housing will be built within the District boundaries over the next five years.

<u>Planning Area</u>	<u># of Units</u>
City of Citrus Heights	600
Sacramento County	515
Total	1115

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.2786 to the projected 223 units of residential housing, we expect that 310 students will be generated from the new residential construction over the next five years. This includes 163 elementary school students, 48 middle school students, and 99 high school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.



Table 4

**San Juan Unified
DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Generation Rate</u>	<u>Students Generated</u>
TK to 6	0.1460	163
7 to 8	0.0434	48
9 to 12	0.0891	99
<hr/>		
Totals	0.2786	310



Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District’s existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of “support-spaces” necessary for the conduct of the District’s comprehensive educational program, are not included as “teaching stations,” commonly known as “classrooms” to the public:

**Table 5
 List of Core and Support Facilities**

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development’s impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station “capacity,” in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

**Table 6
 State Classroom Loading Standards**

TK/Kindergarten	25 Students/Classroom
1 st -3 rd Grades	25 Students/Classroom
4 th -6 th Grades	25 Students/Classroom
7 th -8 th Grades	27 Students/Classroom
9 th -12 th Grades	27 Students/Classroom



Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District’s current State calculated capacity is shown in Table 7.

Table 7

**San Juan Unified
 Summary of Existing Facility Capacity**

<u>School Facility</u>	Total District Capacity
Grades TK-6	22,678
Grades 7-8	6,263
Grades 9-12	13,227
Totals	42,168

The District has not participated in the State Building Program for any new construction projects and therefore has not established a State capacity as of this time. The State capacity can sometimes be lower than the District capacity as the State capacity limits the number of portable classrooms that are counted towards the total capacity.

As Table 7 shows, the total District capacity of the District facilities is 42,168 students.

Students in Excess of Capacity by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing



homes. The seats needed were determined individually for each grade grouping. The projected enrollment in the space needed analysis did not include the impact of any new housing units.

Table 8

**San Juan Unified
 Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	22,678	21,291	1,387
Grades 7-8	6,263	5,983	280
Grades 9-12	13,227	12,457	770
Totals	42,168	39,731	2,437

The District capacity of 42,168 is more than the space needed of 39,731, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 2,437 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the San Juan Unified School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

New Construction Costs

The available capacity on the previous page indicates that additional new school facilities are not needed. Therefore, the costs for new schools or new classrooms at existing schools are not included in the study. However, it is possible that development in a specific area can exceed the capacity of the neighborhood school. In this instance the district may decide to build new facilities instead of housing students in a school that is farther away. In this case, the use of the fees is still justified as the students generated by the new development are being housed in new facilities which directly benefits the students from new development.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of any closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school-aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur to have available school housing for the students generated from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.



Table 9

Modernization Project Needs

<u>School</u>	<u>Eligible Modernization Grants</u>				<u>State Funding</u>	<u>District Share</u>	<u>Project Total</u>
	<u>Elem</u>	<u>Middle</u>	<u>High</u>	<u>Spec Ed</u>			
Grand Oaks	100	0	0	0	\$738,935	\$492,623	\$1,231,558
Mariemont	518	0	0	23	\$3,763,540	\$2,509,026	\$6,272,566
Kenneth	383	0	0	0	\$2,542,917	\$1,695,278	\$4,238,195
Leggette	675	0	0	0	\$4,481,642	\$2,987,762	\$7,469,404
Lichen	330	0	0	0	\$2,191,025	\$1,460,684	\$3,651,709
Mariposa	150	0	0	0	\$1,033,415	\$688,944	\$1,722,358
Northridge	111	0	0	0	\$764,727	\$509,818	\$1,274,545
Sierra Oaks	70	157	0	11	\$1,720,311	\$1,146,874	\$2,867,185
Starr King	634	172	0	0	\$5,415,013	\$3,610,009	\$9,025,022
Sunrise	100	0	0	0	\$738,935	\$492,623	\$1,231,558
Andrew Carnegie Middle	0	103	0	0	\$749,177	\$499,451	\$1,248,628
Arcade Int.	0	642	0	17	\$4,739,628	\$3,159,752	\$7,899,380
Johnson Middle	0	771	0	0	\$5,404,124	\$3,602,749	\$9,006,873
Sylvan Middle	0	98	0	0	\$764,616	\$509,743	\$1,274,359
Casa Roble High	0	0	275	0	\$2,506,787	\$1,671,192	\$4,177,979
El Camino Fundamental High	0	0	1197	0	\$10,911,361	\$7,274,241	\$18,185,602
Mira Loma High	0	0	982	3	\$8,993,809	\$5,995,872	\$14,989,681
Rio Americano High	0	0	55	0	\$558,467	\$372,312	\$930,779
San Juan High	0	0	507	0	\$4,621,604	\$3,081,070	\$7,702,674
TOTALS	3071	1943	3016	54	\$62,640,032	\$41,760,023	\$104,400,055

The District prepared a Facility Master Plan in 2024 that identified \$316,006,000 in “Facility Condition Assessment Projects” plus an additional \$793,061,165 in “Master Plan Light Modernization Projects”. The grand total facility needs identified were in excess of \$1.9 billion. The identified facility needs exceed the eligibility for modernization projects in the State Building Program.

Table 10

New Development Share of Modernization Costs

<u>Grade</u>	<u>Eligible Modernization Grants</u>	<u>New Development Impacts</u>		
	<u>Grants</u>	<u>Students</u>	<u>\$/Student</u>	<u>Amount</u>
TK-6	3,071	163	\$33,410	\$5,445,830
7-8	1,943	48	\$35,424	\$1,700,352
9-12	3,016	99	\$44,940	\$4,449,060
Totals	8,030	310		\$11,595,242

**Includes students from new developments not housed in new facilities.
 Amounts based on State OPSC allowances for new construction projects.**



This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the portion of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

The modernization needs are included for the students not housed in new facilities, but who would be housed in existing facilities that are eligible for and need to be modernized to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 11
San Juan Unified
Summary of Residential Impact

<u>School Facility</u>	<u>Students Generated</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	163	1,387	0	\$33,410	\$0
Middle	48	280	0	\$35,424	\$0
High & Cont.	99	770	0	\$44,940	\$0
Site Purchase: 0.0 acres					\$0
Site Development:					\$0
New Construction needs due to development:					\$0
Modernization needs due to development:					\$11,595,242
TOTAL DEVELOPMENT IMPACT:					\$11,595,242
Average cost per student:					\$37,404
Total Residential Sq Ft:					1,916,685
Residential Fee Justified:					\$6.05

The total need for school facilities based solely on the impact of the 1,115 new housing units projected over the next five years totals \$11,595,242. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,719 square feet. The total area for 1,115 new homes would therefore be 1,916,685 square feet. The total residential fee needed to be able to collect \$11,595,242 would be **\$6.05** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single-family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units including ADU's (accessory dwelling unit), and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Pursuant to the above, in situations where there is no increase in square footage of the replacement development, if student yield rates of the replacement development are equal to or less than the student yield rates of the preexisting development, then there are no additional students and therefore no fee may be charged on the replacement development. In contrast, if one or more of the student yield rates of the replacement development is greater than the student yield rates of the preexisting development, then there are additional students and cost impacts, and therefore a fee may be charged on the replacement development.



Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the “1990 SanDAG Traffic Generators Report”.

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments “1990 San DAG Traffic Generators” are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 12

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report



Students per Employee

The number of students per employee is determined by using the S0802: Means of Transportation to Work by Selected Characteristics 2018-2022 American Community Survey 5-Year Estimates and DP1: Profile of General Population and Housing Characteristics 2020: DEC Demographic Profile for the District. There were 162,451 employees and 141,593 homes in the District. This represents a ratio of 1.1473 employees per home.

There were 39,445 school age children attending the District in 2020. This is a ratio of 0.2428 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (35.5%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0862.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial development projects are contained in Table 11.

Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (35.5 percent).
- Housing units per employee (0.8716). This was derived from the 2018-2022 ACS 5 Year Estimates and DP1 data for the District, which indicates there were 141,593 housing units and 162,451 employees.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,719).



- Residential fee charged by the District (\$5.38 per square foot).
- Average cost per student was determined in Table 11.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 13
San Juan Unified

Type	Employees	Students	Students	Average	Cost	Residential	Net Cost
	per 1,000 Sq. Ft.	per Employee	per 1,000 Sq. Ft.	Cost per Student	per Sq. Ft.	offset per Sq. Ft.	per Sq. Ft.
Banks	2.83	0.0862	0.244	\$37,404	\$9.12	\$6.07	\$3.05
Community Shopping Centers	1.53	0.0862	0.132	\$37,404	\$4.93	\$3.28	\$1.65
Neighborhood Shopping Centers	2.71	0.0862	0.234	\$37,404	\$8.74	\$5.82	\$2.92
Industrial Business Parks	3.52	0.0862	0.303	\$37,404	\$11.35	\$7.55	\$3.80
Industrial Parks	1.35	0.0862	0.116	\$37,404	\$4.35	\$2.90	\$1.45
Rental Self Storage	0.06	0.0862	0.005	\$37,404	\$0.19	\$0.13	\$0.06
Scientific Research & Development	3.04	0.0862	0.262	\$37,404	\$9.80	\$6.52	\$3.28
Lodging	1.13	0.0862	0.097	\$37,404	\$3.64	\$2.43	\$1.21
Standard Commercial Office	4.79	0.0862	0.413	\$37,404	\$15.44	\$10.28	\$5.16
Large High Rise Commercial Office	4.31	0.0862	0.372	\$37,404	\$13.90	\$9.25	\$4.65
Corporate Offices	2.69	0.0862	0.232	\$37,404	\$8.67	\$5.77	\$2.90
Medical Offices	4.27	0.0862	0.368	\$37,404	\$13.77	\$9.16	\$4.61

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now \$0.87 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories except for Rental Self Storage. The District can justify the collection of \$0.06 per square foot of Rental Self Storage construction.

Impact of Replacement/Reconstruction Projects

This section provides clarification for the process of charging fees for projects that consist of replacement of existing structures with new buildings.

Residential to Residential: When a residential building is replaced with a residential building, the regulations state that the school impact fees will only be charged for the net increase in area if the net increase is greater than 500 square feet.

Commercial to Commercial: When a commercial building is replaced with a commercial building, the impact fees charged will be for the net increase in building area and when such increase is linked to an

increase in students generated by the replacement development compared to the preexisting development. Fees may also be charged when there is no net increase in building area but there is an increase in the students to be generated by the replacement development when compared to the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued.

Table 13 illustrates the students generated per 1,000 square feet by the various types of commercial developments. When one type of development is being replaced by a type that generates more students, then there is an increase in students generated that results in the justification of development fees for the projects impact on schools. By comparing the net cost impacts between the two types of construction as shown in the table, then the difference between the two rates is the net increase in impact. That amount would be the fee that would be charged for commercial replacement projects with a not to exceed amount of \$0.87 which is the current maximum commercial rate.

Commercial to Residential: When a commercial building is replaced with residential construction, the school impact fees should be an amount equal to the difference between the current residential and current commercial rates for up to the total area of the existing commercial building(s). Any construction area that exceeds the area of the existing buildings will be subject to the standard residential fees. This process gives a credit for the school impacts of the commercial buildings. The net school impact fees paid will address the increased impact of residential construction as compared to commercial construction. The net charge for conversion of commercial space to residential space is \$5.38 (residential) - \$0.87 (commercial) = \$4.51 per square foot. This same impact fee process is charged when senior housing complexes (which are charged commercial rates) are converted to standard residential units.

Residential to Commercial: When a residential building is replaced with a commercial building, no impact fees may be charged unless the students generated by the replacement development is shown to be greater than the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued

Each of these specific situations result in the collection of development impact fees in order to address the net increase in impacts on school district facilities as a result of the development project. The



methodology the District would use to justify the imposition of fees on replacement developments is illustrated in Appendix F to this Study. Where replacement projects do not fall into any of the categories identified in this Study, those projects will be evaluated on a case-by-case basis.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

The total need for school facilities resulting from new development totals \$11,595,242. The amount the District would collect over the five-year period at the maximum rate of \$5.38 for residential and \$0.87 for commercial/industrial development would be as follows:

$\$5.38 \times 1,115 \text{ homes} \times 1,719 \text{ sq ft per home} = \$10,311,765$ for Residential

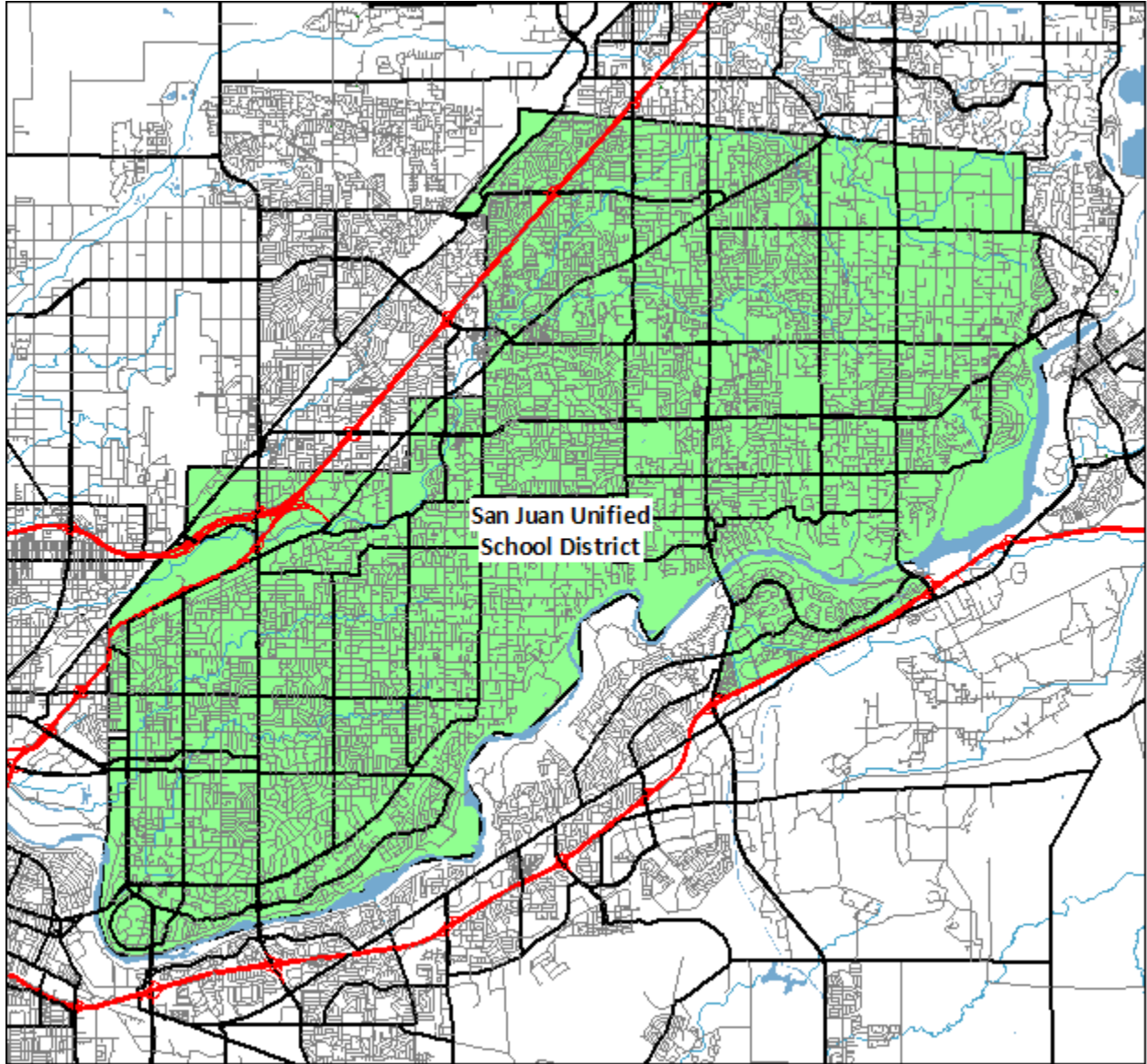
$\$0.87 \times 100,000 \text{ sq ft per year} \times 5 \text{ years} = \$435,000$ for Commercial/Industrial

Total projected 5 year income: \$10,746,765

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the San Juan Unified School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the San Juan Unified School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New and replacement residential development will generate an average of 0.2786 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain the existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$6.05 per square foot of residential development. Each square foot of residential development will generate \$5.38 in developer fees resulting in a shortfall of \$0.67 per square foot.

Benefit Nexus: The developer fees to be collected by the San Juan Unified School District will be used for the provision of new and reconstructed or modernized school facilities. This will benefit the students to be generated by new and replacement development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.



- 3) Portable Replacement Projects: Some of the District's capacity is in portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees on the projects in their Facility Master Plan that in 2024 identified \$316,006,000 in "Facility Condition Assessment Projects" plus an additional \$793,061,165 in "Master Plan Light Modernization Projects". The grand total facility needs identified were in excess of \$1.9 billion.

The reasonable relationship identified by these findings provides the required justification for the San Juan Unified School District to levy the maximum fees of **\$5.38** per square foot for residential construction and **\$0.87** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.06** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2026 Developer Fee Justification Study

San Juan Unified School District

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS



Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

San Juan Unified School District, California		
Label	Count	Percent
> SEX AND AGE		
> MEDIAN AGE BY SEX		
> RACE		
> TOTAL RACES TALLIED [1]		
> HISPANIC OR LATINO		
> HISPANIC OR LATINO BY RACE		
> RELATIONSHIP		
> HOUSEHOLDS BY TYPE		
✓ HOUSING OCCUPANCY		
✓ Total housing units	147,528	100.0%
Occupied housing units	141,593	96.0%
✓ Vacant housing units	5,935	4.0%
For rent	2,808	1.9%
Rented, not occupied	179	0.1%
For sale only	818	0.6%
Sold, not occupied	297	0.2%
For seasonal, recreational, or	410	0.3%
All other vacants	1,423	1.0%
✓ VACANCY RATES		
Homeowner vacancy rate (percent)	1.0	(X)
Rental vacancy rate (percent) [5]	4.3	(X)
✓ HOUSING TENURE		
✓ Occupied housing units	141,593	100.0%
Owner-occupied housing units	79,132	55.9%
Renter-occupied housing units	62,461	44.1%

Table Notes

PROFILE OF GENERAL POPULATION AND HOUSING CHARACTERISTICS

Survey/Program: Decennial Census

Year: 2020

Table ID: DP1

Note: For information on data collection, confidentiality protection, nonsampling error, subject definitions, and guidance on using the data, visit the 2020 Census Demographic and Housing Characteristics File (DHC) Technical Documentation webpage.

To protect respondent confidentiality, data have undergone disclosure avoidance methods which add "statistical noise" - small, random additions or subtractions - to the data so that no one can reliably link the published data to a specific person or household. The Census Bureau encourages data users to aggregate small populations and geographies to improve accuracy and diminish implausible results.

An "(X)" means not applicable.

An "-" means the statistic could not be computed because there were an insufficient number of observations.

[1] The alone or in combination categories are tallies of responses rather than respondents. That is, the alone or in combination categories are not mutually exclusive. Individuals who reported two races were counted in two separate and distinct alone or in combination race categories, while those who reported three races were counted in three categories, and so on. For example, a respondent who indicated "White

and Black or African American" was counted in the White alone or in combination category as well as in the Black or African American alone or in combination category. Consequently, the sum of all alone or in combination categories equals the number of races reported (i.e., responses), which exceeds the total population.

[2] "Child" includes biological, adopted, and stepchildren of the householder.

[3] "Own children" includes biological, adopted, and stepchildren of the householder.

[4] The homeowner vacancy rate is the proportion of the homeowner inventory that is vacant "for sale." It is computed by dividing the total number of vacant units "for sale only" by the sum of owner-occupied units, vacant units that are "for sale only," and vacant units that have been sold but not yet occupied; and then multiplying by 100.

[5] The rental vacancy rate is the proportion of the rental inventory that is vacant "for rent." It is computed by dividing the total number of vacant unit "for rent" by the sum of the renter-occupied units, vacant units that are "for rent," and vacant units that have been rented but not yet occupied; and then multiplying by 100.

Source: U.S. Census Bureau, 2020 Census Demographic Profile

Selected Housing Characteristics

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

San Juan Unified School District, California					
Label	Estimate	Margin of Error	Percent	Percent Margin of Error	
▼ HOUSING OCCUPANCY					
▼ Total housing units	145,936	±1,509	145,936		(
Occupied housing units	139,201	±1,577	95.4%		±C
Vacant housing units	6,735	±707	4.6%		±C
Homeowner vacancy rate	1.0	±0.4	(X)		(
Rental vacancy rate	4.4	±0.8	(X)		(
▼ UNITS IN STRUCTURE					
▼ Total housing units	145,936	±1,509	145,936		(
1-unit, detached	84,100	±1,351	57.6%		±C
1-unit, attached	12,152	±972	8.3%		±C
2 units	3,040	±468	2.1%		±C
3 or 4 units	9,093	±845	6.2%		±C
5 to 9 units	10,633	±899	7.3%		±C
10 to 19 units	5,608	±575	3.8%		±0
20 or more units	18,101	±869	12.4%		±C
Mobile home	3,052	±391	2.1%		±C
Boat, RV, van, etc.	157	±70	0.1%		±C
▼ YEAR STRUCTURE BUILT					
▼ Total housing units	145,936	±1,509	145,936		(

Table Notes

Selected Housing Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: DP04

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Households not paying cash rent are excluded from the calculation of median gross rent.

Telephone service data are not available for certain geographic areas due to problems with data collection of this question that occurred in 2019. Both ACS 1-year and ACS 5-year files were affected may take several years in the ACS 5-year files until the estimates are available for the geographic areas affected.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

Attachment 3

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.



Means of Transportation to Work by Selected Characteristics

Note: This is a modified view of the original table produced by the U.S. Census Bureau. This download or printed version may have missing information from the original table.

		San Juan Unified School District, California		
		Total		Car, truck or van
Label		Estimate	Margin of Error	
> Workers 16 years and over		162,451	±3,107	
> EARNINGS IN THE PAST 12 MONTHS (IN 2022 INFLATION-ADJUSTED DOLLARS) FOR WORKERS				
> POVERTY STATUS IN THE PAST 12 MONTHS				
> Workers 16 years and over		162,451	±3,107	
✓ Workers 16 years and over who did not work from home		137,318	±2,883	
> TIME OF DEPARTURE TO GO TO WORK				
✓ TRAVEL TIME TO WORK				
Less than 10 minutes		8.7%	±0.6	
10 to 14 minutes		10.7%	±0.7	
15 to 19 minutes		16.1%	±0.9	
20 to 24 minutes		18.7%	±0.9	
25 to 29 minutes		8.3%	±0.6	
30 to 34 minutes		17.9%	±0.8	
35 to 44 minutes		6.9%	±0.5	
45 to 59 minutes		5.9%	±0.5	
60 or more minutes		7.0%	±0.6	
Mean travel time to work (minutes)		27.0	±0.6	
✓ Workers 16 years and over in households		162,112	±3,078	

Table Notes

Means of Transportation to Work by Selected Characteristics

Survey/Program: American Community Survey

Year: 2022

Estimates: 5-Year

Table ID: S0802

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, the decennial census is the official source of population totals for April 1st of each decennial year. In between censuses, the Census Bureau's Population Estimates Program produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.

Information about the American Community Survey (ACS) can be found on the ACS website. Supporting documentation including code lists, subject definitions, data accuracy, and statistical testing, and a full list of ACS tables and table shells (without estimates) can be found on the Technical Documentation section of the ACS website.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the [Methodology](#) section.

Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry titles and their 4-digit codes are based on the 2017 North American Industry Classification System. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

Occupation titles and their 4-digit codes are based on the 2018 Standard Occupational Classification.

When information is missing or inconsistent, the Census Bureau logically assigns an acceptable value using the response to a related question or questions. If a logical assignment is not possible, data are filled using a statistical process called allocation, which uses a similar individual or household to provide a donor value. The "Allocated" section is the number of respondents who received an allocated value for a particular subject.

Several means of transportation to work categories were updated in 2019. For more information, see: Change to Means of Transportation.

In 2019, methodological changes were made to the class of worker question. These changes involved modifications to the question wording, the category wording, and the visual format of the categories on the questionnaire. The format for the class of worker categories are now listed under the headings "Private Sector Employee," "Government Employee," and "Self-Employed or Other." Additionally, the category of Active Duty was added as one of the response categories under the "Government Employee" section for the mail questionnaire. For more detailed information about the

Attachment 3

2019 changes, see the 2016 American Community Survey Content Test Report for Class of Worker located at http://www.census.gov/library/working-papers/2017/acs/2017_Martinez_01.html.

The 2018-2022 American Community Survey (ACS) data generally reflect the March 2020 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the effective dates of the geographic entities.

Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on 2020 Census data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Explanation of Symbols:

-

The estimate could not be computed because there were an insufficient number of sample observations. For a ratio of medians estimate, one or both of the median estimates falls in the lowest interval or highest interval of an open-ended distribution. For a 5-year median estimate, the margin of error associated with a median was larger than the median itself.

N

The estimate or margin of error cannot be displayed because there were an insufficient number of sample cases in the selected geographic area.

(X)

The estimate or margin of error is not applicable or not available.

median-

The median falls in the lowest interval of an open-ended distribution (for example "2,500-")

median+

The median falls in the highest interval of an open-ended distribution (for example "250,000+").

**

The margin of error could not be computed because there were an insufficient number of sample observations.

The margin of error could not be computed because the median falls in the lowest interval or highest interval of an open-ended distribution.

A margin of error is not appropriate because the corresponding estimate is controlled to an independent population or housing estimate. Effectively, the corresponding estimate has no sampling error and the margin of error may be treated as zero.

SchoolWorks, Inc.
 8700 Auburn Folsom Road, #200
 Granite Bay, CA 95746
 916.733.0402



Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
 - Construction
 - Modernization/reconstruction
 - Architectural and engineering costs
 - Permits and plan checking
 - Testing and inspection
 - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

Ed Code Section 17620. (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2026 Adjusted Value \$353,149

Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
<u>District</u>	<u>Project #</u>	<u>Acres</u>	<u>OPSC Site Development</u>	<u>Factor</u>	<u>Site Development</u>	<u>Year</u>	<u>Cost/Acre</u>	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2026 Adjusted Value \$332,244
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$387,434
High Schools:		418.6			\$92,610,814	High	\$221,217	

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 28, 2026

INDEX ADJUSTMENT ON THE ASSESSMENT FOR
DEVELOPMENT

PURPOSE OF REPORT

To adopt the biennial index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) in each calendar year. This item requests that the Board make the adjustment based on the change reflected using the RS Means (The Gordian Group, Inc.¹) index.

AUTHORITY

Education Code Section 17620(a)(1) states the following: “The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code...”

Government Code Section 65995(b)(3) states the following: “The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting.”

BACKGROUND

There are three levels that may be levied for developer fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee can be assessed if a school district meets requirements to adopt Level I fees and the Board is no longer approving apportionments for new construction due to a lack of state funds available for this

¹ Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

purpose. Level III fees are intended to provide up to 100 percent of the School Facility Program new construction project cost.

STAFF ANALYSIS/STATEMENTS

A historical comparison of the assessment rates for development fees for 2022 and 2024 are shown below for information. According to the RS Means (The Gordian Group, Inc.), the cost index for Class B construction increased by 4.06 percent during the two-year period from January 2024 to January 2026, requiring the assessment for development fees to be adjusted as follows beginning January 2026:

	<u>RS Means (The Gordian Group, Inc.) Index</u>		
	<u>Maximum Level I Assessment Per Square Foot</u>		
	<u>2022</u>	<u>2024</u>	<u>2026</u>
Residential	\$4.79	\$5.17	\$5.38
Commercial/Industrial	\$0.78	\$0.84	\$0.87

RECOMMENDATION

Increase the 2026 maximum Level I assessment for development in the amount of 4.06 percent using the RS Means (The Gordian Group, Inc.) Index to be effective immediately.

REPORT OF THE EXECUTIVE OFFICER
State Allocation Board Meeting, January 28, 2026

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

PURPOSE OF REPORT

To adopt the annual adjustment to the School Facility Program (SFP) grants based on the change in construction costs pursuant to the Education Code (EC) and SFP Regulations.

DESCRIPTION

This item presents the State Allocation Board (Board) with the annual adjustment to the SFP grants based on the statewide cost index for Class B construction. Each year the Board adjusts the SFP grants to reflect construction cost changes. In January 2016, the Board adopted the RS Means (The Gordian Group, Inc.¹) index for use in 2016 and future years. This item presents the 2026 annual adjustment to SFP grants based on the RS Means (The Gordian Group, Inc.) index.

AUTHORITY

See Attachment A.

STAFF ANALYSIS/STATEMENTS

At the January 2016 meeting, the Board adopted an increase to the SFP grants using the RS Means (The Gordian Group, Inc.) Construction Cost Index (CCI) as the statewide cost index for Class B construction.

The current rate of change between 2025 and 2026 for the RS Means (The Gordian Group, Inc.) Class B CCI is 3.56 percent. The chart below reflects the amounts previously adopted for 2025 compared to the potential amount for the new construction base grants.

RS Means (Gordian Group, Inc.) 3.56%			
Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	<i>Potential Grant Per Pupil Effective 1-1-26</i>
Elementary	1859.71	\$15,847	\$16,411
Middle	1859.71	\$16,761	\$17,358
High	1859.71	\$21,327	\$22,086
Special Day Class – Severe	1859.71.1	\$44,531	\$46,116
Special Day Class – Non-Severe	1859.71.1	\$29,782	\$30,842

¹ Effective September 27, 2025, RS Means was transitioned under the company's unified entity, The Gordian Group, Inc.

STAFF ANALYSIS/STATEMENTS (cont.)

The following chart shows the amounts previously adopted compared to the potential amount for the modernization base grants.

RS Means (Gordian Group, Inc.) 3.56%

Grade Level	Regulation Section	Current Adjusted Grant Per Pupil Effective 1-1-25	Potential Grant Per Pupil Effective 1-1-26
Elementary	1859.78	\$6,034	\$6,249
Middle	1859.78	\$6,381	\$6,608
High	1859.78	\$8,356	\$8,653
Special Day Class – Severe	1859.78.3	\$19,232	\$19,917
Special Day Class – Non-Severe	1859.78.3	\$12,867	\$13,325

In addition, the CCI adjustment would increase the threshold amount for Government Code Section 66452.6(a)(2) for the period of one year commencing March 1, 2026. The following chart shows the amount previously adopted for 2025 compared to the resulting threshold amount, upon approval of the proposed 2026 CCI adjustment.

RS Means (Gordian Group, Inc.) 3.56%

	Effective 3-1-2025	Potential 3-1-2026
Resulting Amount	\$399,010	\$413,215

RECOMMENDATION

Adopt the increase of 3.56 percent for the 2026 SFP grants based on the RS Means (The Gordian Group, Inc.) Construction Cost Index as shown in Attachment B.

Appendix G

Impacts of the Sunrise Tomorrow Specific Plan

This planned development would replace the current mall area with a variety of buildings with various uses.

The current development plans indicate the following maximum areas:

- Residential = 2,220 units
- Hotel = 480 rooms
- Retail = 320,000 square feet
- Office = 960,000 square feet
- Community/Institutional = 450,000 square feet

The net fee on the residential portion of the replacement development is calculated by providing a credit for the commercial development being replaced and subtracting that credit from the current residential rate for new development, resulting in a net fee that reflects the additional impact created by replacing commercial development with residential development. Residential development would be subject to a net fee of \$5.38 (residential rate) - 0.87 (commercial rate) = **\$4.51** per square foot for the area of the prior Sunrise Mall that is replaced with residential development. For any portion of the residential development that is identified as senior only and meets the requirements of a senior only development, the rate would only be \$0.87 per square foot as it qualifies for a discounted rate equal to the commercial fee. For any portion of the residential development that is in excess of the original building area of the existing buildings, the standard rates for new development would apply.

Hotel development is considered commercial development and generates an impact of \$1.21 per square foot (see "Lodging" in Table 13). However, the mall had an impact of \$1.65 per square foot (see "Community Shopping Center" in Table 13). Therefore, the hotel development areas would not generate an increased impacts on the school district and would not be subject to a development impact fee for the portion of the area of the project that is replacing the existing are of the mall. For any portions that are in excess of the current mall area, the standard fee of \$0.87 per square foot would apply.

Retail development would generate an impact of \$2.92 per square foot (see "Neighborhood Shopping Center" in Table 13). After subtracting the Mall's impact of \$1.65 there is a net impact of \$1.27 per square foot. Since the maximum allowable rate is currently \$0.87 this category of development would be subject to a fee of \$0.87 per square foot.

Office spaces generate an impact that ranges from \$2.90 to \$5.16 per square foot. The net impact after deducting the current mall amount of \$1.65 per square foot results in a range of \$1.25 to \$3.51 per square foot. Therefore, Office spaces would be subject to the current maximum allowable rate of \$0.87 per square foot.

Community/Institutional spaces include child care centers, gyms and community centers based on the description in the specific plan. These types of spaces would have a similar impact to the retail development and therefore would have a net impact of \$0.87 per square foot.

The total planned development will likely exceed the existing mall area of 1,100,000 square feet.

In the event the specifications of this planned development and the proposed use of space is modified by the developer, the District reserves the right to adjust its imposition of fees accordingly in order to ensure the burden created on the District by the development is mitigated.

SUBJECT: Public Hearing: Adoption of Increase in District Developer Fees (Camarda) - 8:25 p.m.

DEPARTMENT: Operations

ACTION REQUESTED:

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing to solicit public comment and adopt Resolution No. 4259, updating the district’s statutory developer fees pursuant to Education Code section 17620 and declaring the change in fees as exempt from the provisions of California Environmental Quality Act (CEQA).

RATIONALE/BACKGROUND:

Education Code section 17620 (AB 2926, Chapter 887/Statutes 1986) provides that “the Governing Board of any school district is authorized to levy a fee, charge, dedication, or other forms of requirement against any development project for the construction or reconstruction of school facilities.” To levy and collect developer fees, a school district must show the correlation (or “nexus”) between new residential, commercial and industrial development and the need for new or reconstructed school facilities.

SchoolWorks was retained by the district to prepare a developer fee justification study to identify if the district could meet the nexus tests necessary to levy the current state maximum developer fee rates. Upon completion of the study, SchoolWorks found the district met the nexus tests to collect the maximum fees. A summary of these findings is provided below:

Establishment of a Cost Nexus

The district will collect fees on new residential and commercial/industrial development to fund the construction and/or reconstruction of school facilities to serve students generated by such projects. The district has undertaken significant reconstruction and modernization projects to serve development and improve existing facilities. Additionally, the cost for providing these facilities exceeds the amount of developer fees to be collected. It is clear when educational facilities are provided for students generated by new residential, commercial and industrial development, the cost of new facilities exceeds developer fee generation, thereby establishing a cost nexus. The developer fee justification study found each square foot of residential construction creates a school facilities cost of \$5.38 (current state maximum fee is \$5.17), each square foot of non-rental self-storage commercial/industrial creates a school facilities cost exceeding the maximum fee of \$0.87 per square foot, and rental self-storage creates a school facilities cost of \$0.06 per square foot.

Establishment of a Benefit Nexus

Students generated by new residential, commercial and industrial development will be attending the district’s schools. Housing district students in new and/or reconstructed facilities will directly benefit those students from the new development projects upon which the fee is imposed; therefore, a benefit nexus exists.

Establishment of a Burden Nexus

The generation of students by new development will create a need for additional and/or reconstructed school facilities. The district must carry the burden of constructing new facilities required by the students generated by future development, and the need for facilities will be, in part, satisfied by the levying of developer fees; therefore, a burden nexus exists.

California Environmental Quality Act (CEQA)

Education Code section 17621 specifically exempts fees pursuant to Education Code section 17620 (statutory developer fees) from the provisions of the CEQA. Therefore, the district is not required to conduct any environmental review for this action. If the board adopts the proposed fee, staff will file the attached Notice of Exemption (NOE) with the county for a 30-day public posting, which will trigger a 35-day statute of limitations for any litigation under CEQA challenging the fee adoption. If no NOE is filed, the statute of limitations would be 180

days from the date of approval.

ATTACHMENT(S):

1. [Resolution No. 4259](#)
2. [CEQA Notice of Exemption](#)

BOARD COMMITTEE ACTION/COMMENT:

Facilities Committee: 03/03/2026

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

PREPARED BY: Frank Camarda, Chief Operations Officer

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

**RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION APPROVING THE
ADOPTION OF INCREASE IN DISTRICT 2026 DEVELOPER FEES**

RESOLUTION NO. 4259

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board (“SAB”) in the amount of \$5.38 per square foot for residential development and \$0.87 per square foot for commercial/industrial development; and

WHEREAS, the governing board (“Board”) of the San Juan Unified School District (“District”) has caused a study to be prepared by SchoolWorks, Inc. entitled 2026 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the “Study”), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS, pursuant to Resolution No. 4258 adopted by the Board on 14th day of April 2026, the Board adopted the Study documenting the need for School Facilities Fees; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act (“CEQA”)(Pub. Resources Code Section 21000 et seq.); and

Attachment 2

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

NOW, THEREFORE, BE IT RESOLVED, that the Board makes the following findings:

1. Prior to the adoption of this resolution (“Resolution”), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board’s regularly scheduled April 14, 2026, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published in the Carmichael Times in accordance with Government Code sections 66017 and 66018.

Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.

2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.

3. The fees are to be used to finance the construction and reconstruction of school facilities. If possible, add: The Facilities to be constructed or reconstructed are identified in the District’s proposed construction plan, included in the 2026 Developer Fee Justification Study; Identified in the District’s Facilities Master Plan.

4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of the construction or reconstruction of school facilities, in that residential, commercial and

Attachment 2

industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.

6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.

7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at limits, the District hereby increases fees on residential development to \$5.38 per square foot, and fees on commercial/industrial developments to \$0.87 per square foot, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq. except for Rental Self Storage facilities in which a fee of \$0.06 per square foot is justified.

AND BE IT FURTHER RESOLVED that the imposition of and increase in fees shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section

Attachment 2

17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that, in the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

Attachment 2

AND BE IT FURTHER RESOLVED that the Board hereby finds that the adoption of fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

PASSED AND ADOPTED by the San Juan Unified School District Board of Trustees at its meeting held on April 14, 2026, by the following vote:

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

**Tanya Kravchuk, President
San Juan Unified School District
Board of Education**

Attest:

**Nick Bloise, Clerk
San Juan Unified School District
Board of Education**

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

AGENDA ITEM: J.6

MEETING DATE: 04/14/2026

SUBJECT: Nomination for Sacramento County Treasury Oversight Committee (Board) - 8:30 p.m.

DEPARTMENT: Administration

ACTION REQUESTED:

Discussion/Action: The board may wish to submit a nomination for the School and Community College Districts Representative to the Sacramento County Treasury Oversight Committee.

RATIONALE/BACKGROUND:

On February 27, 1996, the Sacramento County Board of Supervisors established the Treasury Oversight Committee by Resolution #96-0163, as required by Government Code section 27131. The committee consists of ten members, one of whom represents community colleges and school districts with funds in the County Treasury. The duties of the committee are established under Government Code section 27132. Responsibilities include review of the Investment Policy of the Pooled Investment Fund, a quarterly review of investments, and causing an annual audit of the Pooled Investment Fund portfolio. The committee is advisory and does not direct individual investment decisions, select investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the County Treasury. Individuals nominated must meet the criteria on the Treasury Oversight Committee fact sheet. The nomination period ends Friday, April 17, 2026.

ATTACHMENT(S):

1. [Treasury Oversight documents](#)

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

Department of Finance

Chad Rinde

Director



County of Sacramento

Divisions

Auditor-Controller
Consolidated Utilities Billing &
Service
Investments
Revenue Recovery
Tax Collection & Licensing
Treasury

March 6, 2026

To: Special District Pooled Investment Fund Board Presidents

Subject: **ELECTION OF SCHOOL AND COMMUNITY COLLEGE DISTRICTS
REPRESENTATIVE FOR THE SACRAMENTO COUNTY TREASURY
OVERSIGHT COMMITTEE**

Dear Board President,

On February 27, 1996, the Board of Supervisors established the Sacramento County Treasury Oversight Committee by Resolution #96-0163, as required by Government Code Section 27131. The code allows the Board of Supervisors, in consultation with the Director of Finance, to establish a committee composed of three to eleven members. The committee established by the Board consists of ten members, one of whom represents special districts with funds in the County Treasury. Mr. Sean Martin of the Folsom Cordova Unified School District has represented the special districts in this position since 2023. As his term expires on June 30, 2026, a new election must be held.

The following outlines the duties, qualifications, and restrictions for committee members:

The duties of the committee are established under the Government Code Sections 27132, et seq. These duties include reviewing the Investment Policy of the Pooled Investment Fund, conducting quarterly reviews of investments, and causing an annual audit of the portfolio. The committee may neither direct individual investments nor infringe upon the day-to-day operations of the County Treasury.

This position requires academic or practical experience in public finance. The term of the appointment is normally three years. Members of the Treasury Oversight Committee: 1) may not be employed by any entity that has either contributed to a campaign of a candidate for the office of local treasurer or contributed to the campaign of a candidate to be a member of a legislative body of any agency that has money deposited in the County Treasury in the previous three years or during the period that the employee is a member of the committee; 2) may neither directly nor indirectly raise money for a candidate for either local Treasurer or a member of the governing board of any local agency that has money deposited in the County Treasury; and 3) may neither secure employment with nor be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms, with whom the Treasurer is doing

700 H Street, Suite 3650, Sacramento, CA 95814
Office (916) 874-7248 | finance.saccounty.gov

March 6, 2026

Page 2

business either as a member of the committee or for one year after leaving the committee. Members must file a Statement of Economic Interests (Form 700) upon assuming office and annually thereafter and must complete at least two hours of training in general ethics principles and ethics law every two years.

Attached is the Treasury Oversight Committee fact sheet. We request that your district's governing board provide us with a nomination by April 17, 2026. Individuals nominated must meet the criteria on the fact sheet. Please include a resume and one-paragraph candidate statement for the nominee. On April 24, 2026, a ballot listing the nominations will be mailed to you. Ballots must be returned to us no later than June 1, 2026, at 5:00 p.m. We will tabulate the ballots and notify you of the election results by mail on June 8, 2026. A runoff election will be held if the vote is tied. We expect the elected Special Districts Representative to the Treasury Oversight Committee to be ratified by the Board of Supervisors on July 28, 2026. We look forward to working with the representative elected to fill this position.

If you have any questions, please call Bernard Santo Domingo, Chief Investment Officer, at (916) 874-7320.

Sincerely,



Chad Rinde
Director of Finance

Enclosure

TREASURY OVERSIGHT COMMITTEE FACT SHEET

CONTACT PERSON

Bernard Santo Domingo, Chief Investment Officer, (916) 874-7320

DUTIES

The County Board of Supervisors created the Treasury Oversight Committee (the "Committee") on February 27, 1996 in accordance with Government Code Section 27131. The Committee is responsible for reviewing the quarterly Pooled Investment Fund reports, monitoring and reviewing the County Treasurer's annual Investment Policy, and causing an annual audit of the Pooled Investment Fund portfolio. The Committee is advisory and does not direct individual investment decisions, select investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the county treasury.

MEMBERSHIP

County Director of Finance
Board of Supervisors Representative
Superintendent of Schools Representative
School & Community College Districts Representative
Special Districts Representative
Public Members: 5 Members

TERM

Term of Office
Term of Office
Term of Office
Three-year elected term, may be reelected
Three-year elected term, may be reelected
Three-year appointment, may be reappointed

QUALIFICATIONS

A majority of public members must have expertise or an academic background in public finance. The other public members shall be economically diverse and bipartisan in political registration. All other members must have expertise or academic background in public finance. Members must file a Statement of Economic Interests (Form 700) within 30 days of assuming office and file annually thereafter.

RESTRICTIONS

- 1) A member may not be employed by any entity that has, in the previous three years or during the period that the employee is a member of the Committee, contributed to the campaign of a candidate for either the office of local treasurer or the legislative body of any agency that has deposited funds in the County Treasury.
- 2) A member may not, directly or indirectly, raise money for a candidate for either local treasurer or a member of the governing board of any local agency that has deposited funds in the County Treasury.
- 3) A member may not secure employment with or be employed by bond underwriters, bond counsel, security brokerages or dealers, or financial services firms with whom the Treasurer is doing business either as a member of the Committee or for one year after leaving the Committee.

MEETINGS

The meetings are scheduled for the third Friday of the second month following the end of each quarter. Meetings are held at the County of Sacramento Administration Building, 700 H Street, Hearing Room One, Sacramento, CA 95814.

**County of Sacramento
Treasury Oversight Committee
School and Community College District Representative
Election Timeline**

<u>Date</u>	<u>Action Required</u>
March 6	Director of Finance sends out letters notifying of upcoming election for School and Community College Districts Representative.
April 17	Deadline for nominations for School and Community College Districts Representative.
April 24	DOF mails out one ballot, voting instructions, and resume to each School and Community College District (ballots due back within 30 days of mailing date).
June 1	Ballots are due back to DOF at 5 p.m.
June 8	DOF notifies School and Community College Districts of the election results.
June 8	DOF sends a letter of recommendation to the Board of Supervisors (BOS) for ratification of the elected representative for next available BOS Meeting.
July 28	BOS meets and ratification takes place immediately; no waiting period in this situation.
July 28	Congratulations letter to elected representative; enclose meeting schedule information.
August 21	Treasury Oversight Committee Meeting.



COUNTY OF SACRAMENTO TREASURY OVERSIGHT COMMITTEE

MEMBERSHIP ROSTER

Ex-Officio Members

County Superintendent of Schools Representative

Ivan Myrick

Director of Financial Services

Term of office: duration of appointment

Board of Supervisors Delegate

Sylvester Fadal

Deputy County Executive

Term of office: duration of appointment

Director of Finance

Chad Rinde

Director of Finance

Term of office: duration of appointment

Elected Members

Community College/School Districts Representative

Sean Martin

Appointed: 09/12/2023

Term ends: 06/30/2026

Special Districts Representative

Dave O'Toole

Appointed: 07/22/2025

Term ends: 06/30/2028

Public Members

1st District

Joseph Wilson (Chair)

Reappointed: 07/22/2025

Term ends: 06/30/2028

2nd District

Vacant

3rd District

Vacant

4th District

Jeremiah Loughry (Vice Chair)

Appointed: 08/22/2023

Term ends: 06/30/2026

5th District

Vacant

- continued -

**COUNTY OF SACRAMENTO
TREASURY OVERSIGHT COMMITTEE**

MEMBERSHIP ROSTER

Staff

Peter Aw-Yang, CPA

Assistant Treasurer

Tel: (916) 874-8252 Fax: (916) 874-8905

E-mail: aw-yangp@saccounty.gov

Andy Yu

Senior Accounting Manager

Tel: (916) 874-8896 Fax: (916) 874-6454

E-mail: yuh@saccounty.gov

David Matuskey

Investment Officer

Tel: (916) 874-4251 Fax: (916) 874-8905

E-mail: matuskeyd@saccounty.gov

Bernard Santo Domingo

Chief Investment Officer

Tel: (916) 874-7320 Fax: (916) 874-8905

E-mail: santodomingob@saccounty.gov

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

AGENDA ITEM: J.7

MEETING DATE: 04/14/2026

SUBJECT: Proposed Board Meeting Dates 2026-2027 (Board) - 8:35 p.m.

DEPARTMENT: Administration

ACTION REQUESTED:

Action: The superintendent is recommending that the board review and approve the proposed board meeting dates for the 2026-2027 school year.

RATIONALE/BACKGROUND:

Regular board meetings are held on the second and fourth Tuesday of each month, unless noted otherwise. There are no regular board meetings held in July. Due to the holiday and winter/spring breaks, the superintendent is proposing that one (regular) meeting be held during the months of November, December and March. In election years, the December meeting must take place after the second Friday in December in order to comply with Education Code section 35143.

- August 11, 2026
- August 25, 2026
- September 8, 2026
- September 22, 2026
- October 13, 2026
- October 27, 2026
- November 17, 2026 (*3rd Tuesday*)
- December 15, 2026 (*3rd Tuesday*)
- January 12, 2027
- January 26, 2027
- February 9, 2027
- February 23, 2027
- March 16, 2027 (*3rd Tuesday*)
- April 13, 2027
- April 27, 2027
- May 11, 2027
- May 25, 2027
- June 8, 2027
- June 22, 2027

ATTACHMENT(S):

BOARD COMMITTEE ACTION/COMMENT:

N/A

PREVIOUS STAFF/BOARD ACTION:

Superintendent's Cabinet: 04/06/2026

FISCAL IMPACT:

N/A

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

APPROVED BY: Melissa Bassanelli, Superintendent of Schools

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

L
04/14/2026

APRIL 28

Recognition: National Nurses Week (May 6-12) and National School Nurse Day (May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 13) – A	Thigpen
San Juan Youth Voice Advocates – R	Oaxaca
Instructional Technology – R	Dale
Williams Complaint Report – R	Gaddis
*Instructional Materials Adoptions – A [Discussed 04/14/26]	Dale
*MOU between SJUSD and Marconi Learning Academy – A	Oaxaca

MAY 12

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

MAY 26

Recognition: National Science Bowl (if applicable) – A	Schnepp
Recognition: Science Olympiad (if applicable) – A	Schnepp
Recognition: Academic Decathlon (if applicable) – A	Schnepp
District TK-12 Mathematics Update – R	Dale
Student Discipline – R	Oaxaca
Public Hearing: SELPA Local Plan Annual Update – A	Dale
Public Hearing No. 2: Sunshine Charter School Petition – A [PH/Discussed 03/24/26]	Oaxaca
*Facility Lease Amendments – A	Camarda

JUNE 9

Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Cell Phone Update – D	Allen
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Temporary Interfund Borrowing of Cash – A	Ryan
*Audit Reports for Measures J, N, P and S – A	Ryan
*CIF Superintendent Designation of Representatives 2026-2027 – A	Schnepp
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider

JUNE 16 (special meeting)

Special Closed Session/California School Boards Association Workshop: Superintendent Goals 2026-27 – D	Board
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JUNE 23

California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/09/26]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca
LCAP Choices Charter School – A [Public Hearing 06/09/26]	Oaxaca
Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26]	Ryan
Board Bylaw 9250 Subcommittee Formation & Appointment – A	Gaddis
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plan for Student Achievement (SPSA) – A	Oaxaca

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