

**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 28, 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. Student expulsion in one case (Education Code section 48918[f]).
2. 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).
3. Conference with Legal Counsel – Pending Litigation (Government Code section 54956.9(d)(1)) - two cases.
  - a. Name of Case: Riley Cochran-Hernandez v. San Juan Unified School District, et al.  
Court: United States District Court, Eastern District of California  
Case No.: 2:26-cv-01560-JAM-SCR
  - b. Name of Case: Katie Fabel v. San Juan Unified School District, et al.  
Court: Superior Court of California, County of Sacramento  
Case No.: 26cv007792

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

**D. APPROVAL OF MINUTES**

1. Minutes - April 14, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for April 14, 2026, regular meeting, pages 2755-2758.

**E. RECOGNITIONS - 6:35 p.m.**

1. National Nurses Week and National School Nurse Day (Oaxaca)

Action: The superintendent is recommending that the board adopt Resolution No. A-467, proclaiming the week of May 6-12, 2026, as National Nurses Week and May 6, 2026, as National School Nurse Day.

2. California Day of the Teacher (Thigpen)

Action: The superintendent is recommending that the board adopt Resolution No. A-468, proclaiming May 13, 2026, as the California Day of the Teacher.

**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-9, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. Personnel Report

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

2. Purchasing Report

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

3. Financial Report

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

4. Surplus Property

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

5. Gifts

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

6. Instructional Materials Adoptions

The superintendent is recommending that the board approve the Report IIs related to the new instructional materials adoptions for High School World History; High School United States History; Advanced Placement (AP) African American Studies; AP Human Geography; AP Psychology; Chicano Studies; Grades TK-5 Math; Grades 6-8 Math; American Sign Language 1-4; Chinese International Baccalaureate (IB) Middle Years Programme 1 - IB 2 High Level; and Spanish for Heritage Learners 2 and 3. (Discussed: 04/14/2026).

7. Memorandum of Understanding (MOU) between San Juan Unified School District and Marconi Learning Academy

The superintendent is recommending that the board approve the Memorandum of Understanding between San Juan Unified School District and Marconi Learning Academy, effective July 1, 2026-June 30, 2031.

8. High School Scholarship Awards

The superintendent is recommending that the board approve the 2026 High School Scholarship Awards.

9. Resolution No. 4260: Rescinding Resolution No. 2090 and Consolidating Restricted Ongoing and Major Maintenance Funds into the General Fund

The superintendent is recommending that the board adopt Resolution No. 4260, rescinding Resolution No. 2090 and consolidating restricted ongoing and major maintenance funding into the General Fund in compliance with California Education Code.

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

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

**J. BUSINESS ITEMS**

**1. San Juan Youth Voice Advocates (SJYVA) (Oaxaca) - 7:25 p.m.**

Report: The superintendent is recommending that the board hear an update regarding the ongoing work of the San Juan Youth Voice Advocates.

**2. Instructional Technology (Dale) - 7:45 p.m.**

Report: The superintendent is recommending that the board hear a report related to the use of instructional technology in San Juan Unified schools and classrooms.

**3. Public Hearing: Approval of San Juan High School Science Modernization Project (Camarda) - 8:00 p.m.**

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing to solicit public comments regarding the San Juan High School Science Modernization Project #204-9495-P1 being proposed for submission for funding, as per Education Code section 101460(b). After the public hearing is conducted, the superintendent is recommending that the board adopt Resolution No. 4261, authorizing and approving Project #204-9495-P1.

**4. San Juan High School Science Modernization Project Lease Amendment No. 1 (Camarda) - 8:05 p.m.**

Action: The superintendent is recommending that the board adopt Resolution No. 4262, approving the first amendment to the lease for the San Juan High School Science Modernization Project between San Juan Unified School District and Core West, Inc.

**5. Williams Complaint Report (Gaddis) - 8:10 p.m.**

Report: The superintendent is recommending that the board receive an update on Williams-type complaints filed with the district during the time period from January 1, 2026 to March 31, 2026.

**6. California School Boards Association (CSBA) Delegate Assembly Run-Off Election (Board) - 8:15 p.m.**

Action: The board may wish to vote for no more than one (1) candidate for subregion 6-B of the CSBA Delegate Assembly run-off election.

**K. BOARD REPORTS - 8:20 p.m.**

**L. FUTURE AGENDA - 8:30 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 - 8:35 p.m.**

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

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

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

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

**Mission Statement**

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

**San Juan Unified Land Acknowledgement**

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

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



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

**Board of Education Minutes  
April 14, 2026**

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

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

At 5:30 p.m., the April 14 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website.

**Roll Call**

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

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

There were no closed session visitor comments.

**Closed Session (B)**

The meeting was then recessed with the board convening in closed session to discuss 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).

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

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

**Minutes Approved (D-1/D-2)**

It was moved by Mr. Perez, seconded by Mr. Bloise, that the minutes of the March 24 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

It was moved by Mr. Stanekzai, seconded by Ms. Creason, that the minutes of the March 26 special meeting be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Recognition: Adult Education Week (E-1)**

It was moved by Ms. Creason, seconded by Mr. Avey, to adopt Resolution No. A-465, recognizing the week of April 19-25, 2026, as Adult Education Week. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Recognition: California School Bus Driver’s Appreciation Day (E-2)**

It was moved by Ms. Creason, seconded by Mr. Bloise, to adopt Resolution No. A-466, proclaiming April 28, 2026, as California School Bus Driver’s Appreciation Day. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

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

Student representatives Brianna Weathers and Alina Byers from Laurel Ruff Transition School updated the board on the goals, activities and achievements at their school.

**Board-appointed/District Committees (F-3)**

Patsy McGavock, vice chair of the Curriculum, Standards, Instructional and Student Services Committee (C&S), reported on the work of the committee, noting that the committee voted unanimously to recommend approval of the Report IIs related to instructional materials adoptions.

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

There were no closed session actions to report.

**Visitor Comments (G)**

Sonia Takanikos spoke about the involuntary transfer notice she recently received.

Natalie Hansen spoke about surplus notices and the potential impact on training for the International Baccalaureate program at Mira Loma High School.

Ahmad Shahbaz commented on the Sunshine Charter School petition.

Trinity Lapointe and Ilsa Rao spoke about the Rio Americano High School Raider Robotics Club and requested funding for participants to attend the upcoming world championships in Houston, Texas.

**Consent Calendar Approved (H-1/H-5)**

It was moved by Mr. Perez, seconded by Mr. Stanekzai, that the consent calendar items H-1 through H-5 be approved. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Personnel Report (H-1)**

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

**Purchasing Report (H-2)**

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

**Notices of Completion Report (H-3)**

Notices of completion – approved as submitted.

**Surplus Property Report (H-4)**

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

**Gifts (H-5)**

Acceptance of gifts to Bella Vista High School and Camp Winthers.

**Instructional Materials Adoptions (J-1)**

Deputy Superintendent of Schools and Student Support Timothy Chip Dale, Ed.D., presented the topic and introduced Director of Professional Learning and Curriculum Innovation Nicole Kukral, who gave a presentation on the instructional materials adoptions. Ms. Kukral reviewed the stages of the adoption process, which included opportunities for feedback from staff, students and families. Ms. Kukral then presented the selection criteria and materials recommendations, which include: High School World History; High School United States History; Advanced Placement African American Studies; Advanced Placement Human Geography; Advanced Placement Psychology; Chicano Studies; Grades TK-5 math; Grades 6-8 math; American Sign Language 1-4; Chinese International Baccalaureate Middle Years Programme 1 - International Baccalaureate 2 High Level; and Spanish for Heritage Learners 2 and 3. Ms. Kukral also shared information regarding the

cost of the adoptions and the professional learning opportunities for staff. Professional Learning and Curriculum Innovation Program Specialist Elizabeth Julienne provided detailed information about the plans for the TK-8 math implementation rollout, professional development opportunities and family engagement efforts.

Board members made comments and posed questions, which staff addressed. Mr. Avey spoke about the importance of tracking curriculum usage and engaging with teachers regarding the use of board-adopted curriculum. Ms. Creason expressed optimism about the new math curriculum and interest in understanding curriculum usage across school sites, noting that the \$10 million cost is already earmarked in the budget. Ms. Costa acknowledged the significant workload for staff and teachers and emphasized the need for scaffolding and support when transitioning to the new curriculum materials. Mr. Bloise commented on the increased community engagement, and he inquired about feedback opportunities and supplemental materials. Ms. Kravchuk expressed enthusiasm for the new math curriculum and appreciation for the community input process, and she inquired about the usage of technology, the cost of the adoptions, and professional learning. Ms. Kravchuk also raised concerns regarding the limitations of the small adoptions process when only one teacher is involved. Board members discussed the value of having at least two reviewers for future small adoptions, and while there was general agreement that multiple reviewers are beneficial, concerns were raised about workload and feasibility. Action was scheduled for April 28.

### **Strategic Plan Update (J-2)**

Chief of Staff Trent Allen provided an update on the progress of the district's strategic plan, which this year focuses on 16 efforts related to operations and academics. Mr. Allen highlighted several areas, including early literacy and mathematics test scores, the special education co-teaching model, seniority list transparency, and student chronic absenteeism rates. Mr. Allen also explained next steps, including planning currently underway for the 2026-2027 school year. Board members made comments. Mr. Avey expressed excitement about the uptick in test scores, noting the extra efforts at school sites, and he acknowledged the progress being made with co-teaching for special education. Ms. Kravchuk said she was pleased that the numbers were moving in right direction and encouraged more frequent updates.

### **Technology Update (J-3)**

Senior Director of Technology Peter Skibitzki provided an overview of the various functions and projects of the Technology Services Department. Mr. Skibitzki explained the department's customer service philosophy and discussed the work of its five teams. Mr. Skibitzki also shared information regarding interactive panels, Pocketalk translation devices, E-rate projects, security, multi-factor authentication, the video conferencing transition from Zoom to Teams, and the Chromebook refresh plan. Board members commended staff on the department's work, offering comments and posing questions, which Mr. Skibitzki addressed.

### **Adoption of the 2026 Level I Developer Fee Justification Study (J-4)**

Chief Operations Officer Frank Camarda gave a presentation and explained that SchoolWorks Inc. was retained by the district to prepare a Developer Fee Justification Study which identified that the district met the nexus tests necessary to levy the current State of California maximum developer fee rates. Board members made comments. Mr. Avey shared that the Facilities Committee reviewed the study and was comfortable with the recommendation. Mr. Bloise noted that there are some community concerns that developer fees may be a barrier to construction.

It was moved by Ms. Creason, seconded by Mr. Avey, to adopt Resolution No. 4258 accepting the 2026 Level I Developer Fee Justification Study and the California Environmental Quality Act (CEQA) exemption. MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

### **Public Hearing: Adoption of Increase in District Developer Fees (J-5)**

Mr. Camarda presented a proposal for an increase in the district's statutory developer fees. Mr. Camarda explained that SchoolWorks Inc. was retained by the district to prepare a Developer Fee Justification Study which identified that the district met the nexus tests necessary to levy the current State of California maximum developer fee rates of \$5.38 per square foot on residential development; \$0.87 per square foot on commercial/industrial development; and \$0.06 per square foot for rental self-storage. Ms. Kravchuk declared the increase in statutory developer fees a public hearing and invited the public to speak. There being no comments from the public, Ms. Kravchuk declared the public hearing closed.

It was moved by Ms. Costa, seconded by Mr. Stanekzai, to 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). MOTION CARRIED UNANIMOUSLY [Kravchuk, Perez, Bloise, Creason, Stanekzai, Costa, Avey].

**Nomination for Sacramento County Treasury Oversight Committee (J-6)**

There were no nominations presented for the School and Community College District Representative to the Sacramento County Treasury Oversight Committee; therefore, no action was taken.

**Proposed Board Meeting Dates for 2026-2027 (J-7)**

It was moved by Mr. Bloise, seconded by Mr. Stanekzai, to approve the proposed board meeting dates for the 2026-2027 school year. MOTION CARRIED 6-0-1 [AYES: Kravchuk, Bloise, Creason, Stanekzai, Costa, Avey; NOES: None; ABSENT: Perez].

**Board Reports (K)**

Mr. Bloise reported that he, along with Superintendent Bassanelli, visited Arlington Heights Elementary School, and he congratulated the winners of the You Light the Way awards.

Ms. Creason shared that she attended the Association of California School Administrators (ACSA) Region 3 Administrator of the Year Celebration, which honored local education leaders.

Mr. Avey reported that he visited Northridge Elementary School, acknowledged the You Light the Way winners, and shared information about a districtwide Special Education Parent Teacher Association (SEPTA) that is being formed.

Ms. Kravchuk spoke about the recent SEPTA meeting she attended and the You Light the Way event.

**Future Agenda (L)**

Ms. Kravchuk requested adding an item to the future agenda related to the instructional materials small adoptions process. After board member discussion, there was no consensus to move forward, so the item was not added to the future agenda.

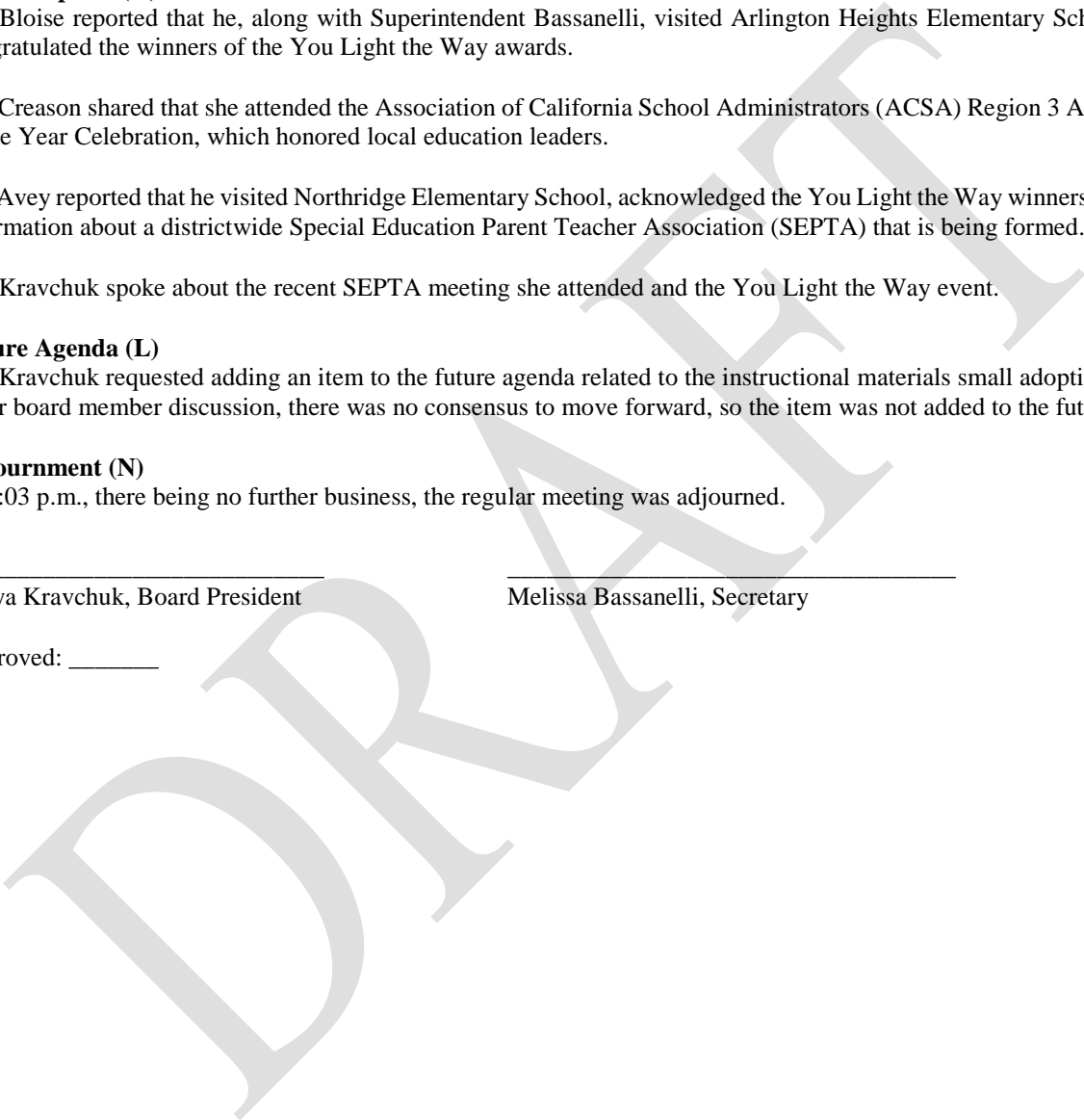
**Adjournment (N)**

At 9:03 p.m., there being no further business, the regular 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:** 04/28/2026

**SUBJECT:** National Nurses Week and National School Nurse Day (Oaxaca)

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. A-467, proclaiming the week of May 6-12, 2026, as National Nurses Week and May 6, 2026, as National School Nurse Day.

**RATIONALE/BACKGROUND:**

Each year the district acknowledges National Nurses Week and recognizes district school nurses and health services staff for their dedication and outstanding work performed on behalf of San Juan Unified students. San Juan Unified's credentialed school nurses and licensed vocational nurses support the district's Strategic Plan by taking a leadership role in a coordinated school health system, delivering health services to children, striving to eliminate health disparities and barriers to good health, and by supporting academic success for all students.

**ATTACHMENT(S):**

1. [Resolution No. A-467](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Dominic Covello, Director, Student Support Services

**APPROVED BY:**

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



**SAN JUAN UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. A-467**

**NATIONAL NURSES WEEK AND NATIONAL SCHOOL NURSE DAY  
May 6 - 12, 2026**

**WHEREAS**, children are our most valuable resource and we must take whatever steps necessary to ensure their good health; and

**WHEREAS**, healthy children learn better, and the State of California has encouraged schools to help families ensure that their children are healthy, ready and able to be taught; and

**WHEREAS**, in addition to providing for students’ immediate health needs, credentialed school nurses and licensed vocational nurses are continually working to promote healthy lifestyles and educate students about steps they can take to protect and strengthen their physical and emotional well-being; and

**WHEREAS**, credentialed school nurses and licensed vocational nurses are pivotal members of a coordinated school health system, delivering health services to children, eliminating health disparities and barriers and supporting academic success for all children; and

**WHEREAS**, the San Juan Unified School District Board of Education continues to have a vision for lifelong learners who are prepared in every way to participate in shaping the future; now therefore

**BE IT RESOLVED** that the San Juan Unified School District Board of Education does hereby acknowledge May 6 - 12, 2026, as National Nurses Week and May 6, 2026, as National School Nurse Day in recognition of the dedicated school nurse professionals and the outstanding work they perform on behalf of the District’s children.

**IN WITNESS WHEREOF**, we the members of the Governing Board of the San Juan Unified School District, of Sacramento County have signed this resolution on this 28<sup>th</sup> day of April 2026.

Attested to this 28<sup>th</sup> day of April 2026

\_\_\_\_\_  
Melissa Bassanelli, Superintendent of Schools

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Tanya Kravchuk, President

\_\_\_\_\_  
Manual Perez, Vice President

\_\_\_\_\_  
Nick Bloise, Clerk

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

\_\_\_\_\_  
Ben Avey, Member

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

\_\_\_\_\_  
Pam Costa, Member

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

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

**AGENDA ITEM:** E.2

**MEETING DATE:** 04/28/2026

**SUBJECT:** California Day of the Teacher (Thigpen)

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. A-468, proclaiming May 13, 2026, as the California Day of the Teacher.

**RATIONALE/BACKGROUND:**

Annually, our district recognizes teachers for their dedication and outstanding work performed on behalf of the students. California Day of the Teacher is celebrated in May in accordance with California Legislation and Education Code.

San Juan Unified School District teachers inspire, encourage, and nurture students in our early childhood education program, elementary/K8 schools, secondary schools and adult education programs. San Juan Unified School District teachers touch the lives of students, of families, and of entire communities.

**ATTACHMENT(S):**

1. [Resolution No. A-468](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Daniel Thigpen, Chief of Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT  
3738 Walnut Avenue, Carmichael, CA 95608**

**Resolution No. A-468**

**DAY OF THE TEACHER  
May 13, 2026**

**WHEREAS**, the State of California recognizes May 13, 2026, as the California Day of the Teacher because teachers work to open children's minds to ideas, knowledge and dreams; and

**WHEREAS**, children are our future and teachers help foster the best in children and are an important part of the San Juan Unified School District team working to help all children achieve academic success and reach the instructional goals of the district; and

**WHEREAS**, research reflects that a high quality classroom teacher is one of the most significant factors in increasing student achievement; and

**WHEREAS**, the teachers of San Juan Unified School District inspire, encourage and nurture students in the district's early childhood education program, elementary school, middle school, high school and adult education programs; and

**WHEREAS**, San Juan's outstanding teachers fill many roles, as listeners, explorers, role models, motivators and mentors while demonstrating dedication, professionalism, hard work, and exemplary service on behalf of students and the community.

**NOW, THEREFORE, BE IT RESOLVED**, that the San Juan Unified School District Board of Education hereby proudly proclaims May 13, 2026, as California Day of the Teacher, to be celebrated by our district and our community in honor of teachers.

Attested to this  
28<sup>th</sup> day of April, 2026

\_\_\_\_\_  
Melissa Bassanelli  
Superintendent of Schools

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

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Manuel Perez, Vice President

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Nick Bloise, Clerk

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Abid Stanekzai, Member

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Pam Costa, Member

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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:** 04/28/2026

**SUBJECT:** Personnel Report

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

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

**RATIONALE/BACKGROUND:**

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

**ATTACHMENT(S):**

1. [Personnel Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

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

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

**1. APPOINTMENTS**

**CERTIFICATED SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Pearson, Bethany	Prob	Elementary Principal	Del Paso Manor	07/23/26
Promotion	Allen, Melanie	Prob	Middle School Principal	Churchill	07/23/26
Promotion	Amaral-Alexander, Pirkko	Prob	Elementary Principal	Charles Peck	07/23/26
Promotion	Roesser, Eric	Prob	Elementary K8 Principal	Lichen	07/23/26

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Rehire	Krogh, Forrest	Temp	Tch-Grad 7/8	Arcade	03/24/26 06/10/26
Rehire	Levis, Stacie	Temp	Tch-English Lang Dev	Del Campo	04/06/26 06/10/26
Rehire	Stephens, Antoinette	Temp	Tch-Resource Spec K/12	Sylvan	04/06/26 06/10/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Johnson, Rochelle	Prob	Instructional Assistant II	Mission Avenue	04/20/26
New Hire	Maqsoudi, Armaghan	Prob	Instructional Assistant II	Rio Americano	04/06/26
New Hire	Navarro, Savannah	Prob	Instructional Assistant III	Greer	04/08/26
New Hire	Robrecht, Ruby	Prob	Instructional Assistant II	Ralph Richardson Center	04/06/26
New Hire	Starch, Shannon	Prob	Instructional Assistant III	Carnegie	04/13/26
New Hire	Tauzer, Kristen	Prob	Nutrition Services Worker I	Carmichael	03/24/26
New Hire	Vallejos, Allison	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	03/25/26
New Hire	Vue, Adriana	Prob	LVN	Health Services	04/07/26
Rehire	Carey, Erma	Prob	Instructional Assistant I	Coyle Avenue	04/21/26
Rehire	Chenoweth, Christopher	Prob	Elementary Head Custodian	Laurel Ruff	04/01/26
Rehire	Fox, Timothy	Prob	Expanded Learn Prog Asst	Pupil Personnel Services	04/06/26
Rehire	Kumar, Deepshika	Prob	LVN	Health Services	04/08/26
Rehire	Smith, Austin	Prob	Instructional Assistant III	Laurel Ruff	04/06/26
Rehire	Souza, Adam	Prob	Irrigation Technician	M&O - Building Maintenance	03/31/26
Rehire	Tauzer, Kristen	Prob	Nutrition Services Worker I	Carmichael	04/13/26
Rehire	Valencia, Israel	Prob	Middle Sch Head Custodian	Arden	04/07/26

**2. LEAVES OF ABSENCE**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Hull, Katelyn	Perm	Tch-Elem Specialist-PE	Teaching And Learning	03/24/26 06/30/26
Paid	McAllister, Morgan	Perm	Teacher Kindergarten	Mission Avenue	03/16/26 06/30/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Cervantes, Raymond	Perm	Equip Mechanic I	Transportation	03/17/26 05/04/26
Paid	Kearney, Andrea	Perm	Inst Asst/Mul Sev Hndcp	Laurel Ruff	03/19/26 06/30/26
Paid	Morales-Nunez, Raquel	Perm	Inst Asst/Bil-Spanish	Mesa Verde	03/01/26 04/30/26
Paid	Settles, Kelly	Perm	Nutrition Services Worker I	Greer	03/21/26 04/14/26

**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	Bahner, Kaden	Perm	High School Principal	Mira Loma	06/26/26
Resignation	Purinton, Cletus	Perm	High School Principal	Bella Vista	06/26/26

**SUPERVISORY**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Kyalwazi, Michael	Perm	Nutrition Services Supv I	Encina	03/27/26
Resignation	Savala, Alexis	Perm	Nutrition Services Supv I	Mira Loma	04/06/26

**3. SEPARATIONS (Continued)**

**CLASSIFIED**

<b><u>Type</u></b>	<b><u>Name</u></b>	<b><u>Status</u></b>	<b><u>Assignment</u></b>	<b><u>Location</u></b>	<b><u>Effective Date (s)</u></b>
Resignation	Fana Azin, Nooria	Perm	Sch/Comm Res Asst Dari	Howe Avenue	03/27/26
Resignation	Fominova, Oleksandra	Prob	Campus Safety Monitor	Schweitzer	04/10/26
Resignation	Garcia, Rhiannon	Perm	Nutrition Services Worker I	Mariemont	03/27/26
Resignation	Hester, Randall	Prob	Nutrition Services Worker I	Coyle Avenue	03/27/26
Resignation	Jojo, Nathan	Prob	Htg & Air Cond Tech II	M&O - Building Maintenance	03/27/26
Resignation	Moore, Amia	Prob	Instructional Assistant III	Whitney Avenue	04/03/26
Resignation	Radvanyi, Ryan	Perm	Instructional Assistant III	Barrett	04/07/26
Resignation	Ruhland, Christine	Perm	Nutrition Services Worker I	Bella Vista	03/27/26
Resignation	Svenssek, Kylee	Perm	Instructional Assistant III	Northridge	04/10/26
Resignation	Walker, Dona	Perm	Instructional Assistant III	Mariemont	03/27/26
Retirement	Corson, Tammy	Perm	Nutrition Services Worker II	Lichen	04/06/26
Retirement	Nath, Surendra	Perm	Elementary Head Custodian	Laurel Ruff	03/31/26
Dismissal	CL #668	Prob	School/Community Wrkr	Pupil Personnel Services	03/25/26
Dismissal	CL #669	Perm	Nutrition Services Worker I	Nutrition Services	02/19/26
Dismissal	CL #670	Perm	Campus Monitor	Teaching and Learning	03/02/26

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

**AGENDA ITEM:** H.2

**MEETING DATE:** 04/28/2026

**SUBJECT:** Purchasing Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

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

**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: 04/20/2026

**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 25, 2026- April 14, 2026

PO#	Date	Vendor Name	Description	Amount \$	Site/ Department
VR26-10266	3/30/2026	SCOE	College Workshops	\$ 9,900.00	College & Career Readiness
VR26-10735	4/15/2026	Jigsaw Learning	SPED Curriculum	\$ 165,919.20	PLI

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

March 25, 2026- April 14, 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
VR26-01184	4/14/2026	Kiz Construction, Inc.	Change order for unforeseen repairs - Camp Winthers MOD 904-9495-24CIP	\$ 895,000.00	\$ -	\$ 68,876.00	\$ 963,876.00	FAC
BPO26-00373	4/7/2026	Avalon Transportation	Reduce services	\$ 965,100.00		\$ (77,000.00)	\$ 888,100.00	211 - Transportation
BPO26-00372	4/7/2026	Amador Stage Limo	Reduce services	\$ 72,100.00		\$ (40,000.00)	\$ 32,100.00	211 - Transportation
BPO26-00371	4/7/2026	Vol-Ten	Reduce services	\$ 128,750.00		\$ (80,000.00)	\$ 48,750.00	211 - Transportation
BPO26-00369	4/7/2026	Lux Bus	Reduce services	\$ 571,650.00		\$ (30,000.00)	\$ 541,650.00	211 - Transportation
BPO26-00370	4/7/2026	Universal Limo	Additional services	\$ 154,500.00		\$ 30,000.00	\$ 184,500.00	211 - Transportation
BPO26-00368	4/7/2026	Michael's Transportation	Additional services	\$ 334,750.00	\$ 152,000.00	\$ 197,000.00	\$ 683,750.00	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
BPO26-01347	4/14/2026	West Coast Arborists, Inc.	Tree service	\$ 175,000.00	\$ 150,000.00	\$ 80,731.00	\$ 405,731.00	M&O
SA26-00089	3/30/2026	Jabbergym	Speech therapy services	\$ 165,751.00	\$ 666,000.00	\$ 614,000.00	\$ 1,445,751.00	316 SPED

**Other Contract Change Orders**

PO#	Date	Vendor Name	Description	Original PO Amount \$	Previous Approved C/O Totals \$	Current C/O for Approval Amount \$	New Contract Amount \$	Responsibility
VR25-08216	4/14/2026	Statewide Education Wrap Up Program	OCIP - Builders Risk Extension - Winterstein Portables 153-9568-24CIP	\$ 165,039.00	\$ 12,966.63	\$ 15,496.60	\$ 193,502.23	FAC

**Lease Amendments/Change Orders**

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

**General Contract Change Orders**

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

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

March 25, 2026- April 14, 2026

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

**General Contract**

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount \$	Responsibility
26	4/14/2026	TBD	26-201	American River Construction Inc.	Construction contract for the Mira Loma HS MOD locker-rooms 205-9495-P3	\$ 1,244,000.00	216 - FAC
26	4/14/2026	TBD	26-200	Great American Movers	Moving services at San Juan HS science 204-9495-P1	\$ 128,678.00	216 - FAC

**Other Contracts**

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

**New Addendum to Master Agreements**

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

**Purchasing Contracts Board Report  
Bids/RFPs**

March 25, 2026- April 14, 2026

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

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount \$	Responsibility
All	4/14/2026	RFP26-112 Community Partners	U-CAN CAP	Pool of Community Partners for Equity Programs during the 26/27 school year	Not to Exceed \$350,000	Equity
All	4/14/2026	RFP26-112 Community Partners	U-CAN GEM	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	IRC, INC.	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	EASLEY DONE - LWE	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	FORXA ACADEMY	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	GREEN LIGHT GO	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	MIDDLE TREE INC	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	HOKALI	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	PROJECT OPTIMISM	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	IMPROVE YOUR TOMORROW	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	EXPANDED LEARNING ACADEMY	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity
All	4/14/2026	RFP26-112 Community Partners	TNTP	Pool of Community Partners for Equity Programs during the 26/27 school year		Equity

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

**AGENDA ITEM:** H.3

**MEETING DATE:** 04/28/2026

**SUBJECT:** Financial Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

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

**RATIONALE/BACKGROUND:**

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

**ATTACHMENT(S):**

1. [Financial Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

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

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Accounting Services**

**WARRANTS & PAYROLL**

<b>VENDOR AND CONTRACT WARRANTS</b>	
<b>Fund</b>	<b>March 2026</b>
01 General Fund	\$ 9,266,664.42
09 Charter Schools	\$ 20,329.09
10 Special Ed Pass-Thru	\$ 74,365.92
11 Adult Education	\$ 8,772.93
12 Child Development	\$ 66,243.60
13 Food Service/Cafeteria	\$ 1,363,045.18
14 Deferred Maintenance	\$ 8,136.57
21 Building Fund	\$ 681,467.39
22 Measure S Building Fund	\$ -
23 Measure J Building Fund	\$ -
24 Measure N Building Fund	\$ -
25 Capital Facilities	\$ 20,870.05
26 Measure P Building Fund	\$ 4,948,764.05
35 State Schools Facilities Fund	\$ -
40 Sp Res FD -- Capital Outlay Proj	\$ -
67 Self Insurance	\$ 765,506.18
95 Student Body	\$ -
<b>TOTAL</b>	<b>\$ 17,224,165.38</b>

<b>PAYROLL AND BENEFITS</b>	
<b>All Funds</b>	<b>March 2026</b>
Certificated Payroll	\$ 27,985,058.78
Classified Payroll	11,611,456.65
Benefits	19,987,759.45
<b>TOTALS</b>	<b>\$ 59,584,274.88</b>

**GRAND TOTAL \$ 76,808,440.26**

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

**AGENDA ITEM:** H.4

**MEETING DATE:** 04/28/2026

**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: 04/20/2026

**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
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WWL	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WWL	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WWH	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WWH	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WVB	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WVP	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WQZ	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WVM	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WVM	eWaste
Mesa Verde	HP	NL773A	Monitors	S/N: CN41150WWH	eWaste
Mesa Verde		CE528A	Printers	S/N: VNBCB*H2YH	eWaste
Mesa Verde		CE528A	Printers	S/N: VNBCB8H2VY	eWaste
Mesa Verde		#018-0266	Chromebook Cart	S/N: TX323LL/A	eWaste
Mesa Verde			Laptop	S/N: 5CG7371GVJ	eWaste
Mesa Verde			Laptop	S/N: X4N07AV	eWaste
Mesa Verde			Laptop	S/N: CNU0512070	eWaste
Mesa Verde			Laptop	S/N: BW686us#ABA	eWaste

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

**AGENDA ITEM:** H.5

**MEETING DATE:** 04/28/2026

**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:

**Earl LeGette Elementary School:** from American Online Giving Foundation: \$64.74.

**Starr King K-8:** from Kiwanis Club of Carmichael - for family resource fair: \$500.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SUBJECT:** Instructional Materials Adoptions

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the Report IIs related to the new instructional materials adoptions for High School World History; High School United States History; Advanced Placement (AP) African American Studies; AP Human Geography; AP Psychology; Chicano Studies; Grades TK-5 Math; Grades 6-8 Math; American Sign Language 1-4; Chinese International Baccalaureate (IB) Middle Years Programme 1 - IB 2 High Level; and Spanish for Heritage Learners 2 and 3. (Discussed: 04/14/2026).

**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.

The board presentation on April 14, 2026, included 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. [Report IIs: History - Social Studies](#)
2. [Report IIs: Math](#)
3. [Report IIs: World Languages](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Curriculum, Standards, Instructional & Student Services Committee: 04/08/2026 (discussion & action)

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 04/14/2026 (discussion)  
Superintendent's Cabinet: 04/06/2026, 04/20/2026

**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

**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:**

<b>Action</b>	<b>Date</b>
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:

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

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

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?**

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

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.**

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

**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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● 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</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners</li> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> </ul>

**Textbook Adoption – Report II – Page 8**  
**Advanced Placement Psychology**

	<ul style="list-style-type: none"> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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:

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

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

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?**

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

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.**

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

**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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● Reflects and incorporates the content from the HSS Framework, Content Standards - HSS, ELD Standards, CCSS Literacy Standards for HSS</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners               <ul style="list-style-type: none"> <li>○ Online textbook/supports also available in Spanish and/or other languages</li> <li>○ 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)</li> </ul> </li> </ul>

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

	<ul style="list-style-type: none"> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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:

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

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

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?**

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

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.**

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

**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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● Reflects and incorporates the content from the HSS Framework, Content Standards - HSS, ELD Standards, CCSS Literacy Standards for HSS</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners               <ul style="list-style-type: none"> <li>○ Online textbook/supports also available in Spanish and/or other languages</li> <li>○ 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)</li> </ul> </li> </ul>

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

	<ul style="list-style-type: none"> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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?**

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

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● Reflects and incorporates the content from the AP African American Course and Exam Description, ELD Standards, CCSS Literacy Standards for HSS</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners               <ul style="list-style-type: none"> <li>○ Online textbook/supports also available in other languages</li> <li>○ 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)</li> </ul> </li> </ul>

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

	<ul style="list-style-type: none"> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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?**

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

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● Reflects and incorporates the content from the AP Human Geography Course and Exam Description, ELD Standards, CCSS Literacy Standards for HSS</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners               <ul style="list-style-type: none"> <li>○ Online textbook/supports also available in other languages</li> <li>○ 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)</li> </ul> </li> </ul>

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

	<ul style="list-style-type: none"> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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
  - 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
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- 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
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- 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?**

<b>Strengths</b>
<ul style="list-style-type: none"> <li>● The texts allow students to engage with a variety of source types.</li> <li>● 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.</li> <li>● The materials represent a variety of Latin voices.</li> </ul>
<b>Limitations</b>
<ul style="list-style-type: none"> <li>● There are limited teacher resources available for planning.</li> </ul>

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

<b>Category</b>	<b>Key Indicators</b>
Content/ Alignment to Standards	<ul style="list-style-type: none"> <li>● Reflects and incorporates the content from the ELD Standards, CCSS Literacy Standards for HSS</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● Includes guidance for using all components of the program to support deep and meaningful student learning</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● 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</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> <li>● Assessments easily linked to google classroom</li> <li>● Assessment software accessible by both Mac and PC</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners               <ul style="list-style-type: none"> <li>○ Online textbook/supports also available in other languages</li> <li>○ 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)</li> </ul> </li> </ul>

**Textbook Adoption – Report II – Page 7**  
**Chicano Studies**

	<ul style="list-style-type: none"> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
<p>Instructional Planning and Teacher Support</p>	<ul style="list-style-type: none"> <li>● Provides logical, explicit instructional guidelines for teachers to follow</li> <li>● Includes a teacher planning guide explaining how to use components with alternative schedules</li> <li>● Identifies specific objectives, instructional examples, and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program’s technology</li>   <li>● Includes electronic resources that are integral to the program, not extraneous</li> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media</li> <li>● Technology components are easy to access and user friendly for students and teachers <ul style="list-style-type: none"> <li>○ easily adaptable to a distance learning format, and/or independent study</li> </ul> </li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, connection to Google Classroom, etc.)</li> <li>● Enhances student understanding in the appropriate grade level standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p> <p>Social Justice Standards</p> <p>8 Point Commitment</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Materials emphasize diverse groups of people in varied, positive, and contributing roles</li> <li>● 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.)</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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:

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

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

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.
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  - Social media posts were made on:
    - Oct. 1
    - Nov. 5
    - Dec. 10
  - September 30, 2025 - *Behind the Scenes* newsletter
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    - Oct. 2 - Superintendent's Parent Advisory Committee (SPAC)
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    - 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?**

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

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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

**Textbook Adoption – Report II – Page 7**  
**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**

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

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

**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"> <li><input type="checkbox"/> There is a mix of contextual, verbal and symbolic representations</li> <li><input type="checkbox"/> Structural and spatial reasoning (colors, ten-frames, arraysTK-5) supports conceptual development across content areas</li> <li><input type="checkbox"/> Opportunities for hand-on learning and exploration with guidance for using manipulatives meaningfully</li> <li><input type="checkbox"/> Students are supported in understanding the purpose and suitability of different mathematical tools and/or strategies</li> <li><input type="checkbox"/> Mathematical reasoning emphasized over memorization</li> <li><input type="checkbox"/> Students engage with tables, graphs, drawings, diagrams, and models as part of their problem-solving process</li> <li><input type="checkbox"/> Students have ample opportunities to discover and explain connections between varied representations</li> <li><input type="checkbox"/> Procedural skills are connected to conceptual models</li> <li><input type="checkbox"/> Symbolic notations are treated as a way to formalize (previously-developed) concepts and verbal explanationsTK-5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal, symbolic notations are predominant</li> <li><input type="checkbox"/> Algorithms taught without ample time devoted first to conceptual development</li> <li><input type="checkbox"/> "I do, we do, you do" for every lesson</li> <li><input type="checkbox"/> Over-abundance of independent practice</li> <li><input type="checkbox"/> Fill-in-the-blank exercises</li> <li><input type="checkbox"/> Content is a collection of "topics" that are treated as separate, fragmented</li> </ul>

**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"> <li><input type="checkbox"/> All lessons include routines, protocols, or prompts to encourage students to justify their thinking and solutions</li> <li><input type="checkbox"/> Discussions are scaffolded with visuals, manipulatives, sentence frames</li> <li><input type="checkbox"/> Students talk to other students throughout the lesson</li> <li><input type="checkbox"/> The teacher is guided to orient students to each others' thinking</li> <li><input type="checkbox"/> There are opportunities for mathematical disagreement</li> <li><input type="checkbox"/> Content and language use are interdependent</li> <li><input type="checkbox"/> Students are prompted to explain their mathematical thinking to others across a variety of contexts</li> <li><input type="checkbox"/> Encouragement to connect new language to home language, experiences, and prior learning</li> <li><input type="checkbox"/> Comprehensible input for language learners (eg. visual glossary)</li> <li><input type="checkbox"/> Specifically call out vocab support for T2/T3MS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most questions are leading or fishing for a certain response</li> <li><input type="checkbox"/> Language development is treated as separate from the content</li> <li><input type="checkbox"/> Language development is simply vocabulary matching or definitions at the beginning of the lesson or chapter</li> <li><input type="checkbox"/> Students are prompted to talk about procedural or surface-level concepts</li> </ul>

**Textbook Adoption – Report II – Page 12**  
**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"> <li><input type="checkbox"/> Observational tool to monitor and record student's thinking and specific mathematical behaviors</li> <li><input type="checkbox"/> Formative assessment with meaningful ways to record, respond, and follow-up</li> <li><input type="checkbox"/> Teachers are given tools to elicit and assess prerequisite knowledge</li> <li><input type="checkbox"/> Navigation tools are provided so students know where they are going</li> <li><input type="checkbox"/> Open tasks</li> <li><input type="checkbox"/> There are intentional and varied points of access to tasks/activities</li> <li><input type="checkbox"/> Kinesthetic and tactile explorations are integrated into the lesson design</li> <li><input type="checkbox"/> Strengths of learners are leveraged</li> <li><input type="checkbox"/> Students can demonstrate their learning through multiple modalities</li> <li><input type="checkbox"/> Students have choice in tasks/activities/workgroups</li> <li><input type="checkbox"/> Content is interconnected (big ideas)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student supports are merely a non-specific comment in the margin</li> <li><input type="checkbox"/> Manipulatives are mentioned, but the lesson would still flow if they were left out</li> <li><input type="checkbox"/> Math strategies are taught in a way that invalidates student sense-making</li> <li><input type="checkbox"/> There's a limited number of context-embedded tasks (aka too many bare number tasks)</li> <li><input type="checkbox"/> Topics are treated as separate, fragmented</li> </ul>

*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

<b>Grade Levels</b>	<b>Publisher</b>	<b>Program</b>
K-8	Accelerate Learning	<ul style="list-style-type: none"> <li>● STEMscopes Math California</li> <li>● Math Nation California</li> </ul>
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"> <li>● Core Connections, 3rd Ed &amp;</li> <li>● Inspiring Connections</li> </ul>
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

**Textbook Adoption – Report II – Page 14**  
**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"> <li>● Envision+ California Mathematics</li> <li>● Experience Math California</li> </ul>
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:**

<b>Action</b>	<b>Date</b>
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:

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

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

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
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- 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?**

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

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.**

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

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

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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.
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- 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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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**

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

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

**Textbook Adoption – Report II – Page 9**  
**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"> <li><input type="checkbox"/> There is a mix of contextual, verbal and symbolic representations</li> <li><input type="checkbox"/> Structural and spatial reasoning (colors, ten-frames, arraysTK-5) supports conceptual development across content areas</li> <li><input type="checkbox"/> Opportunities for hand-on learning and exploration with guidance for using manipulatives meaningfully</li> <li><input type="checkbox"/> Students are supported in understanding the purpose and suitability of different mathematical tools and/or strategies</li> <li><input type="checkbox"/> Mathematical reasoning emphasized over memorization</li> <li><input type="checkbox"/> Students engage with tables, graphs, drawings, diagrams, and models as part of their problem-solving process</li> <li><input type="checkbox"/> Students have ample opportunities to discover and explain connections between varied representations</li> <li><input type="checkbox"/> Procedural skills are connected to conceptual models</li> <li><input type="checkbox"/> Symbolic notations are treated as a way to formalize (previously-developed) concepts and verbal explanationsTK-5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal, symbolic notations are predominant</li> <li><input type="checkbox"/> Algorithms taught without ample time devoted first to conceptual development</li> <li><input type="checkbox"/> “I do, we do, you do” for every lesson</li> <li><input type="checkbox"/> Over-abundance of independent practice</li> <li><input type="checkbox"/> Fill-in-the-blank exercises</li> <li><input type="checkbox"/> Content is a collection of “topics” that are treated as separate, fragmented</li> </ul>

**Textbook Adoption – Report II – Page 10**  
**Grades 6-8 Math**

**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"> <li><input type="checkbox"/> All lessons include routines, protocols, or prompts to encourage students to justify their thinking and solutions</li> <li><input type="checkbox"/> Discussions are scaffolded with visuals, manipulatives, sentence frames</li> <li><input type="checkbox"/> Students talk to other students throughout the lesson</li> <li><input type="checkbox"/> The teacher is guided to orient students to each others' thinking</li> <li><input type="checkbox"/> There are opportunities for mathematical disagreement</li> <li><input type="checkbox"/> Content and language use are interdependent</li> <li><input type="checkbox"/> Students are prompted to explain their mathematical thinking to others across a variety of contexts</li> <li><input type="checkbox"/> Encouragement to connect new language to home language, experiences, and prior learning</li> <li><input type="checkbox"/> Comprehensible input for language learners (eg. visual glossary)</li> <li><input type="checkbox"/> Specifically call out vocab support for T2/T3MS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Most questions are leading or fishing for a certain response</li> <li><input type="checkbox"/> Language development is treated as separate from the content</li> <li><input type="checkbox"/> Language development is simply vocabulary matching or definitions at the beginning of the lesson or chapter</li> <li><input type="checkbox"/> Students are prompted to talk about procedural or surface-level concepts</li> </ul>

**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"> <li><input type="checkbox"/> Observational tool to monitor and record student's thinking and specific mathematical behaviors</li> <li><input type="checkbox"/> Formative assessment with meaningful ways to record, respond, and follow-up</li> <li><input type="checkbox"/> Teachers are given tools to elicit and assess prerequisite knowledge</li> <li><input type="checkbox"/> Navigation tools are provided so students know where they are going</li> <li><input type="checkbox"/> Open tasks</li> <li><input type="checkbox"/> There are intentional and varied points of access to tasks/activities</li> <li><input type="checkbox"/> Kinesthetic and tactile explorations are integrated into the lesson design</li> <li><input type="checkbox"/> Strengths of learners are leveraged</li> <li><input type="checkbox"/> Students can demonstrate their learning through multiple modalities</li> <li><input type="checkbox"/> Students have choice in tasks/activities/workgroups</li> <li><input type="checkbox"/> Content is interconnected (big ideas)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student supports are merely a non-specific comment in the margin</li> <li><input type="checkbox"/> Manipulatives are mentioned, but the lesson would still flow if they were left out</li> <li><input type="checkbox"/> Math strategies are taught in a way that invalidates student sense-making</li> <li><input type="checkbox"/> There's a limited number of context-embedded tasks (aka too many bare number tasks)</li> <li><input type="checkbox"/> Topics are treated as separate, fragmented</li> </ul>

*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

<b>Grade Levels</b>	<b>Publisher</b>	<b>Program</b>
K-8	Accelerate Learning	<ul style="list-style-type: none"> <li>● STEMscopes Math California</li> <li>● Math Nation California</li> </ul>
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"> <li>● Core Connections, 3rd Ed &amp;</li> <li>● Inspiring Connections</li> </ul>
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

**Textbook Adoption – Report II – Page 13**  
**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"> <li>● Envision+ California Mathematics</li> <li>● Experience Math California</li> </ul>
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:**

<b>Action</b>	<b>Date</b>
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?**

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

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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"> <li>● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate, current, and relevant content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● 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)</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication</li> <li>● Assesses students in several formats for immediate follow-up instruction, practice, and review</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners</li> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
Instructional Planning and Teacher Support	<ol style="list-style-type: none"> <li>3. Identifies specific objectives, instructional examples and practice opportunities in every lesson</li> <li>4. Provides a list of necessary instructional materials for each lesson</li> </ol>

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

**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:**

<b>Action</b>	<b>Date</b>
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
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  - Oct. 1
  - Nov. 5
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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**

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

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

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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"> <li>● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate, current, and relevant content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● 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)</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication</li> <li>● Assesses students in several formats for immediate follow-up instruction, practice, and review</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners</li> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
Instructional Planning and Teacher Support	<ol style="list-style-type: none"> <li>3. Identifies specific objectives, instructional examples and practice opportunities in every lesson</li> <li>4. Provides a list of necessary instructional materials for each lesson</li> </ol>

	<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"> <li>● 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?</li> <li>● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?</li> <li>● 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.)?</li> </ul>

**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, 3<sup>rd</sup> 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
  - 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?**

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

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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"> <li>● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate, current, and relevant content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● 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)</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>● Assesses understanding and application of skills and knowledge embedded in the program</li> <li>● Provides opportunity for students to have experience in and practice with performance assessments in all three modes of communication</li> <li>● Assesses students in several formats for immediate follow-up instruction, practice, and review</li> <li>● Helps teachers plan and determine the effectiveness of classroom instruction</li> </ul>
Universal Access	<ul style="list-style-type: none"> <li>● Provides resources and strategies that engage every student in the classroom</li> <li>● Provides comprehensive support (scaffolding, modification) for teachers to provide effective instruction for special needs students and English learners</li> <li>● Includes user friendly style/format (visual stimuli, graphics) that enhances learning</li> <li>● Provides a variety of activities to facilitate retention and promote incorporation of objectives</li> </ul>
Instructional Planning and Teacher Support	<ul style="list-style-type: none"> <li>● Identifies specific objectives, instructional examples and practice opportunities in every lesson</li> <li>● Provides a list of necessary instructional materials for each lesson</li> <li>● Provides support/suggestions for the appropriate use of the program's technology</li> <li>● Includes electronic resources that are integral to the program, not extraneous</li> </ul>

	<ul style="list-style-type: none"> <li>● Provides homework suggestions that reinforce or extend classroom instruction</li> </ul>
<p>Digital Tools/Online Resources</p>	<ul style="list-style-type: none"> <li>● Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</li> <li>● Technology components are easy to access and user friendly for students and teachers</li> <li>● Technology is available across multiple platforms and devices (i.e. functionality for tablets, macs, PCs, Chromebooks, smartphones, etc.)</li> <li>● Technology enhances student understanding in the appropriate standards and supports the print resources</li> <li>● Technology is interactive and adaptive when possible</li> </ul>
<p>Social Content</p>	<p>Where applicable, the materials under review—</p> <ul style="list-style-type: none"> <li>● 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?</li> <li>● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?</li> <li>● 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.)?</li> </ul>

**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:**

<b>Action</b>	<b>Date</b>
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:

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

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?**

<b>Strengths</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● The platform includes easy integration with Google Classroom.</li> <li>● Cultures of the Spanish-speaking world are well-represented throughout the materials.</li> <li>● The materials include plenty of content for two years of instruction.</li> </ul>
<b>Limitations</b>
<ul style="list-style-type: none"> <li>● There is a lot of content in each chapter.</li> <li>● Learning the online platform will require support for teachers who are new to it.</li> </ul>

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.**

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

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](mailto:nkukral@sanjuan.edu)  
(916) 979-8934

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

*Appendix A: Adoption Committee Members*

<b>Committee Member</b>	<b>School/Role</b>
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"> <li>● Reflects and incorporates the content, big ideas and instructional approaches from the 2019 California World Languages Standards and the 2020 California World Languages Framework</li> <li>● Provides explicit, sequential, logical, systematic instruction and diagnostic support</li> <li>● Reflects accurate, current, and relevant content information</li> </ul>
Program Organization	<ul style="list-style-type: none"> <li>● Includes enough material to support the entirety of the course</li> <li>● Presents information and instruction systematically and logically for standards, tasks, and assessments</li> <li>● 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)</li> <li>● Includes helpful reference materials for teachers to use the program (clear table of contents, glossaries, unit/lesson overviews, etc.)</li> </ul>
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Instructional Planning and Teacher Support	<ol style="list-style-type: none"> <li>3. Identifies specific objectives, instructional examples and practice opportunities in every lesson</li> <li>4. Provides a list of necessary instructional materials for each lesson</li> </ol>

	<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"> <li>● 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?</li> <li>● Do the materials emphasize diverse groups of people in varied, positive, and contributing roles?</li> <li>● 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.)?</li> </ul>

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

**AGENDA ITEM:** H.7

**MEETING DATE:** 04/28/2026

**SUBJECT:** Memorandum of Understanding (MOU) between San Juan Unified School District and Marconi Learning Academy

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the Memorandum of Understanding between San Juan Unified School District and Marconi Learning Academy, effective July 1, 2026-June 30, 2031.

**RATIONALE/BACKGROUND:**

The MOU defines the specific financial and operational relationship between the charter school and the district and resolve other matters of mutual interest not otherwise resolved within the terms of the charter. The intent of this MOU is that charter school not be a fiscal burden to the district. The MOU covers the period of July 1, 2026 through June 30, 2031.

**ATTACHMENT(S):**

1. [Memorandum of Understanding \(MOU\) between San Juan Unified School District and Marconi Learning Academy](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Brian T. Ginter, Director, Admissions and Family Services

**APPROVED BY:**

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

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
SAN JUAN UNIFIED SCHOOL DISTRICT  
AND  
MARCONI LEARNING ACADEMY

This Memorandum of Understanding ("MOU") is executed by and between the Board of Education of the San Juan Unified School District ("District") and Marconi Learning Academy ("MLA"). MLA has been granted charter school number 1970 by the California State Board of Education. Collectively, MLA and the District shall be referred to as the "Parties."

RECITALS:

- A. The District is a school district existing under the laws of the State of California.
- B. MLA is a public charter school operated by Sierra Educational Advancement, Corp., a 501(c)(3) California nonprofit public benefit corporation. MLA originally submitted a petition to establish a charter school through the Robla Elementary School District. The charter was approved and established as of July 1, 2018. Due to changes in state law per Assembly Bill 1505 (2020; Education Code section 47605(a)(5)(A)), to continue operating its learning center, MLA was required to submit a request for the renewal of its charter pursuant to Education Code section 47607 to the San Juan Unified School District because its facility is located within District boundaries. The District Board of Education approved MLA's charter renewal on November 18, 2025, to serve students in grades nine through twelve for a five year term from July 1, 2026 through June 30, 2031.
- C. This MOU is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest.
- D. If any provision of this MOU is inconsistent with the charter, the terms of the charter shall prevail.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Parties do hereby agree as follows:

AGREEMENTS:

I. TERMS AND RENEWAL

- A. The term of this MOU is for five (5) years, from July 1, 2026, through June 30, 2031.
- B. This MOU is subject to termination during the term or any renewal as specified

by law or as otherwise outlined in this MOU.

- C. The Parties agree that the recitals set forth above are true and are incorporated as essential terms of this MOU.
- D. Any modification of this MOU must be in writing and executed by the duly authorized representatives of both Parties, specifically indicating the intent of the Parties to modify this MOU.
  - 1. The duly authorized representatives of MLA are the Superintendent and President of the MLA Board of Directors, or the Board of Directors as a whole.
  - 2. The duly authorized representatives of the District are the District Board of Education ("Board") and the District Superintendent or designee. For purposes of amendment of the Charter, the Board of Education is required to take action.
  - 3. The District reserves the right to approve amendments and/or revoke the MLA School Charter, as specified in Education Code section 47607.
- E. MLA shall ensure that its name, Marconi Learning Academy, is correctly spelled in all notifications to the State and in its corporate documents.
- F. The charter for MLA serves a student population of 9th through 12th grade only.

## II. ADMINISTRATIVE SERVICES

- A. In accordance with Education Code section 47613, the District may charge for the actual costs of supervisory oversight not to exceed one (1%) percent of the revenue of MLA. Revenue is defined as (subject to changes in the State Funding model): MLA ADA multiplied by the Local Control Funding Formula (LCFF) to include base, supplemental, and, if eligible, concentration grants. This payment will be made in one annual payment after receipt of funding based on P2 reports to the State of California. The District shall invoice MLA for fees due as of June 30 annually.
- B. MLA and the District agree that "supervisory oversight," as used in Education Code sections 47613 and 47604.32, shall include the following:
  - 1. All activities related to Charter revocation, renewal, and processes as described in Education Code section 47607.
  - 2. Activities relating to monitoring the performance and compliance of MLA with respect to the terms of its Charter, related agreements, and all applicable laws.
  - 3. Participating in the dispute resolution process described in the Charter.

4. Review and timely response to MLA's Annual Independent Fiscal and Performance Audit.
  5. Identification of at least one District staff member as a contact person for MLA.
  6. District visitation to MLA at least annually.
  7. Ensuring that MLA complies with all reports required of the charter schools by law.
  8. Monitoring the fiscal condition of MLA.
  9. Providing timely notification to the California Department of Education if any of the following circumstances occur:
    - Renewal of MLA is granted or denied.
    - The MLA charter is revoked.
    - MLA ceases operation for any reason.
- C. In addition to supervisory oversight responsibilities and the oversight fee described above, the District shall also provide MLA with the following services, and MLA shall compensate the District as follows:
1. Facilities: Should MLA choose to use any District facilities, the terms and conditions of such use shall be in accordance with a separate facility use agreement for that purpose.
  2. Meal Services: MLA assumes responsibility for ensuring that MLA's meal program complies with all federal requirements and state/local health regulations. The District's Child Nutrition Department agrees to make available nutritionally adequate breakfast and lunch meals to MLA upon negotiation of a separate Memorandum of Understanding.
  3. If the District is utilized for the State Teachers Retirement System (STRS) reporting, MLA shall reimburse the District for the actual costs of administration of STRS records and submission of required reports.
- D. MLA shall retain the authority to contract with third parties for any services required to operate MLA in accordance with the law, this MOU, and the approved Charter.
1. Before contracting with any other entity as the primary provider of business and/or administrative services, MLA shall provide timely notice to the District's Board of Education or designee with 30 days' written notice.
- E. Special Education. MLA is a member of the Fresno County Charter Special Education Local Plan Area (SELPA), a statewide charter-only SELPA, and is categorized as a local education agency (LEA) of the Fresno County Charter SELPA in conformity with Education Code Section 47641(a). MLA is subject to the allocation plan of the SELPA and receives special education funds directly from the Fresno County Charter SELPA. MLA is responsible for any excess funds that

are not covered by monies received from federal and state agencies for special education and related services.

- F. Additional services may be contracted by MLA from the District, if available, pursuant to a separate written agreement between the Parties.

### III. PROGRAMMATIC AUDIT

After receipt of standardized testing scores and California School Dashboard results, MLA's Superintendent or designee will compile and provide to the District an annual performance audit documenting whether or not students are achieving the measurable outcomes defined in the MLA and such other information requested by the District relating to MLA's performance. This section does not limit the District's statutory authority to make reasonable requests for information at any time during the year.

### IV. FUNDING

- A. To the extent that MLA is required to submit records or information to the District or the Sacramento County Office of Education to confirm funding, those records shall be prepared by MLA in a format acceptable to the recipient.
- B. As established by Education Code section 47630 et. seq., MLA shall receive funding under the charter school funding model as follows:
  - 1. "General-purpose entitlement" means an amount computed by the Local Control Funding Formula ("LCFF") pursuant to Education Code section 42238.02 as implemented by Education Code section 42238.03. In-lieu property taxes and state aid are also included pursuant to Education Code section 47632.
  - 2. Should MLA be entitled to lottery funds, such funding is as identified in and pursuant to Education Code section 47638.
  - 3. A variety of state and federal application-based programs, as well as various grant opportunities, exist. Except as otherwise noted in this MOU, it shall be the responsibility of MLA to apply for all funding that is beyond the basic statutory entitlement.
  - 4. Any additional funds negotiated by MLA in accordance with Education Code section 47636 (see section XV below).
- C. MLA has elected to receive funding from the State directly, pursuant to Education Code section 47651.
- D. The District shall provide funding in lieu of property taxes to MLA as required by law. Monies will either be electronically transferred to MLA's bank account or a check will be mailed to MLA by the fifteenth (15th) day of each month as required by law. The District shall have the right to withhold any amounts owed by MLA to

the District that have not been paid to the District for more than sixty (60) days after requesting payment in writing by the District.

- E. The Parties recognize the authority of MLA to pursue additional sources of funding.
  - 1. The District has no obligation to apply for additional sources of funding for MLA.
  - 2. MLA shall cooperate fully with the District in any funding applications made by the District on behalf of the students of MLA.
  - 3. The District shall cooperate fully with MLA in any funding applications made by MLA on its funding applications.
  - 4. MLA agrees to comply with all regulations related to expenditures and receipt of such funds.
- F. MLA agrees that all revenue obtained from the District shall only be used as outlined in the approved Charter and any authorized amendments, or as otherwise permissible by law.

## V. LEGAL RELATIONSHIP

- A. MLA is operated by Sierra Educational Advancement, Corp., a non-profit, public benefit corporation. All officials of MLA shall file with the District and all other required entities, copies of all Fair Political Practice Commission Conflict of Interest forms, or forms that may otherwise be required by law, i.e., a Statement of Economic Interests, which is required under the Political Reform Act by the Fair Political Practices Commission, which are required of public school district board members and officials, and shall abide by an adopted conflicts code.
- B. The Parties agree and understand that all employees of MLA shall be employees of MLA and not the District, and that it shall be the exclusive public school employer for the purposes of collective bargaining as provided in Government Code section 3540 et seq.
- C. MLA agrees to pay all attorney's fees and costs incurred by the District, the District's insurer, or its Joint Powers Authority ("JPA") that provide liability or property coverage to the District, that are incurred in any successful effort by the District, District's insurer, and/or JPA to invoke or enforce the indemnification and insurance provisions of this MOU. Any successful effort includes, but is not limited to: 1) the District prevailing in any litigation against MLA or its insurance providers, seeking to invoke or enforce the indemnification and insurance provisions of this MOU, and 2) voluntary acceptance of the indemnification and insurance provisions of this MOU by MLA or its insurance providers. All fees and costs incurred by the District, the insurer, and/or JPA, after the District, the District's insurer, and/or JPA has requested in writing that MLA or its insurance provider comply with the

indemnification and insurance provisions of this MOU, shall be paid to the District, District's insurer, and/or JPA, whichever has paid the fees and costs. The District agrees that this written notice shall provide MLA a minimum of thirty (30) days notice to allow MLA adequate time to respond to such notice.

- D. The Parties recognize that MLA is a separate legal entity. MLA shall be operated by Sierra Educational Advancement, Corp., a non-profit public benefit corporation under Education Code section 47604. As such, in accordance with Education Code section 47604 (c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for all debts or obligations of MLA and/or its employees or for all claims arising from the performance of acts, errors, or omissions by MLA and/or its employees.
- E. Any complaints/concerns received by the District about any aspect of the operation of MLA or about MLA shall be forwarded by the District to MLA promptly. To the extent that such concerns/complaints may involve issues related to possible revocation or nonrenewal of the Charter, the District may request that MLA inform the District of how such concerns/complaints were addressed. MLA agrees to provide such information.

## VI. FISCAL RELATIONSHIPS

- A. To the extent that the District is required to submit financial forms on behalf of MLA, MLA is responsible for providing the necessary information to the District promptly and in a format acceptable to the District. MLA agrees to follow processing schedules and District business office procedures.
- B. AVERAGE DAILY ATTENDANCE: MLA will be responsible for its daily and monthly attendance accounting. MLA will submit the attendance reports in accordance with the District format and State law and regulations to the District's attendance officer. These reports will be submitted to the District at least one (1) week before the county submission due dates for MLA's P1, P2, and annual attendance periods. These dates will be part of MLA's annual calendar development. Such attendance information will be included in the annual independent audit of MLA. MLA will report to the District the names of the students who have newly enrolled in MLA, grades 9-12, including their name, address, grade level, and the student's prior district and school.
- C. ANNUAL AUDIT: MLA shall be responsible for having an annual independent fiscal audit completed of the entire MLA operation in accordance with all applicable laws. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools. The annual audit will be completed and forwarded to the chief financial officer of the District, County Office of Education, State Controller's Office, and California Department of Education on or before

December 15 of each year of this MOU. MLA's Superintendent will submit audit findings and corrective action plans to the District and County Office of Education by March 15 of each year succeeding the completion of an audit. Audit exceptions must be resolved to the satisfaction of the District's governing board.

- D. If the District seeks and receives voter approval for a general bond, parcel taxes, or similar financial instrument, MLA's obligation shall have no entitlement to any portion of the funds unless negotiated in advance or unless otherwise required by law. MLA agrees that it has no entitlement to funds currently being received, if any, by the District under former parcel tax or bond elections.
- E. MLA agrees that it shall establish a fiscal plan and provide a copy of this plan to the District for repayment of any loans received by MLA in advance of receipt of such loans. It is agreed that all loans sought by MLA shall be the sole responsibility of MLA, and the District shall have no obligation for repayment, nor shall District guarantee repayment of any such obligations.
- F. Absent a written agreement otherwise, the District shall not advance any funds to MLA. In addition, the District shall not act or provide a line of credit for MLA.
- G. MLA shall maintain a minimum of 5% or \$50,000, whichever is greater, of annual total expenditures, transfers out, and other uses of funds of the School as a reserve account for economic uncertainty at the end of each fiscal year. Reserve account, for purposes of this section, shall be defined as cash on hand.
- H. MLA shall annually prepare and submit the following reports to the District and County Superintendent of Schools in the format dictated by the County Superintendent of Schools:
  - 1. On or before June 25 of each year of this MOU, a preliminary budget for the upcoming year and projections for the next two (2) years. Also, the submission of a Statement of Cash Flows for both the current and subsequent fiscal years, along with supporting bank statements to verify reported cash balances.
  - 2. On or before September 10th of each year of this MOU, unaudited actual data for the full prior year.
  - 3. If determined necessary by the MLA Board, on or before 45 days after the Governor signs the annual Budget Act, a revised budget, including any revisions in revenues and expenditures that have been made to its budget to reflect the funding made available by the Budget Act.
  - 4. On or before December 10th of each year of this MOU, an interim financial report reflecting changes through October 31 of each year of this Agreement. This interim report shall include projections of year-end balances and projections for the next two (2) years. Also, the submission

of a Statement of Cash Flows for both the current and subsequent fiscal years, along with supporting bank statements to verify reported cash balances.

5. On or before March 1 of each year of this MOU, a second interim financial report reflecting changes through January 31 of each year of this agreement. This interim report shall include projections of year-end balances and projections for the next two (2) years. Also, the submission of a Statement of Cash Flows for both the current and subsequent fiscal years, along with supporting bank statements to verify reported cash balances.
6. MLA shall develop and monitor its budget in accordance with established laws and regulations. MLA will utilize and develop an annual budget development and monitoring calendar. This calendar shall be forwarded to the District by December 1 of the prior year. State-required financial reports shall be forwarded to the District as soon as they are completed and no later than the dates of submission that are established by law.

## VII. FISCAL CONTROLS

- A. MLA shall adopt and meet generally accepted accounting principles and shall adopt and maintain policies to ensure MLA's funds are used to most effectively support MLA's mission and to ensure that funds are budgeted, accounted for, expended, and maintained appropriately and lawfully. Such policies will include, but not be limited to, principles that ensure that: (1) expenditures are authorized in accordance with amounts specified in the adopted budget; (2) MLA's funds are managed and held in a manner that provide a high degree of protection of MLA's assets; and (3) all transactions are recorded and documented in an appropriate manner that allows reporting to the State as required by the District, the County Office of Education, or the California Department of Education.
- B. Segregation of Duties: MLA will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures. All proposed expenditures must be approved by the Superintendent or designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by someone at MLA site or a contracted bookkeeper. To ensure segregation of record recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.
- C. Banking Arrangements: MLA's bookkeeper will reconcile MLA's ledger(s) with its accounts every month and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Superintendent or designee and the finance committee of the MLA

Board will regularly review these statements. MLA will deposit all funds received as soon as practical upon receipt. A petty cash fund may not exceed five hundred dollars (\$500.00) and may be established with an appropriate ledger to be reconciled twice monthly by the school secretary, who shall not be authorized to expend petty cash.

- D. Procedures: All purchases over fifty thousand dollars (\$50,000.00) must include documentation of a good-faith effort to secure the lowest possible cost for comparable goods or services. The Superintendent or designee shall not approve purchase orders or warrant requests lacking such documentation. Documentation shall be attached to all warrant and purchase order requests showing that at least three (3) vendors were contacted, and such documentation shall be maintained for at least three (3) years. All purchases in excess of twenty-five thousand dollars (\$25,000.00) must be signed by two separate officers of the corporation designated by the Board.
- E. Property Inventory: Superintendent or designee shall establish and maintain an inventory of all non-consumable goods valued at one thousand dollars (\$1,000.00) or more, and all technology equipment or devices capable of storing, processing, or accessing organizational data, regardless of cost. This inventory shall include the original purchase price and date, a brief description, serial numbers, assigned user or location, and other information appropriate for documenting MLA's assets. Property will be inventoried on an annual basis.
- F. PERS/STRS: If MLA decides to offer existing or new employees of MLA the opportunity to participate in STRS or PERS, MLA shall be responsible for making these arrangements through the County Office of Education or District, as applicable.
- G. Property and Liability Insurance: MLA's Board of Directors shall ensure that MLA retains appropriate property and liability insurance coverage. Property insurance shall be for replacement costs and have limits of the total insured value of MLA's contents and personal property. MLA shall carry commercial general liability insurance, including broad form contractual liability coverage or its equivalent, providing coverage for, among other things, bodily injury, property damage, and personal and advertising injury arising from negligence of MLA, its Board, officers, agents, employees, and/or students. Coverage for errors and omissions/educators legal liability, abuse and molestation, crime, and employment practices liability shall be maintained under separate policies or endorsements, as applicable. As such, MLA shall obtain coverage limits reasonably comparable as applicable to MLA's demographics and practices, to the levels San Juan Unified procures from Schools Insurance Authority ("SIA"). MLA may contact the authorizer for additional guidelines. The District shall be named as additional insured on the commercial

general liability and abuse and molestation insurance by way of endorsement to this policy.

- H. Directors and Officers Liability Insurance, including Employment Practices Liability Insurance, shall be obtained and kept in force at all times with a self-insured retention of no more than twenty-five thousand dollars (\$25,000.00) per occurrence. A copy of all required insurance policies, including all liability and property damage policies shall be provided to the District within two (2) weeks of the effective date of this MOU.
- I. Indemnification and Hold Harmless: MLA shall comply with the indemnification requirements outlined in the approved charter.
- J. Additional Insured Endorsement: The District, its elected and appointed officers, agents, trustees, employees, volunteers, contractors, and representatives shall be listed as Additional Insured as respects the operations of MLA or its successors. Coverage shall include, but not be limited to, the vicarious liability of any additional insured arising out of MLA's acts or omissions. Said insurance policy shall be endorsed (copy of Endorsement attached to Certificate of Insurance) to include the following language, "SJUSD, its elected and appointed officers, agents, trustees, employees, volunteers, contractors, and representatives shall be listed as Additional Insured as respects the operations of the Marconi Learning Academy or its successors performed under the terms of this MOU."
- K. Certificate of Insurance: Before commencing services pursuant to this agreement, MLA shall provide certificates as evidence of the existence of the insurance required by this MOU on insurance certificates executed by a duly-authorized agent of MLA's insurance provider. Such a certificate shall include the endorsements described in this MOU as Attachments.
- L. Workers' Compensation: MLA shall provide Workers' Compensation coverage as required by California law, and in signing this MOU, makes the following certification: "Marconi Learning Academy of Sacramento is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with such provisions before commencing the performance of this MOU." Before commencing services pursuant to this MOU, MLA shall provide a certificate indicating the existence of Workers' Compensation coverage as required by this MOU, on an insurance certificate executed by a duly-authorized agent of MLA's insurance provider.
- M. Injury and Illness Prevention: MLA shall maintain and enforce an Injury and Illness Prevention Program as required by State law, and in signing this MOU, makes the following certification: "Marconi Learning Academy is aware of the provisions of

California Labor Code, Division 5, and of the California Code of Regulations, Title 8, and shall maintain an active Injury and Illness Prevention Plan in accordance with such provisions before commencing the performance of this MOU." The Injury and Illness Prevention Plan shall be available to the District upon request. In compliance with SB 553, MLA must establish, implement, and maintain an effective written Workplace Violence Prevention Plan. This Plan can be included as a separate section in the Injury and Illness Prevention Plan.

#### VIII. HUMAN RESOURCES MANAGEMENT

Employees of MLA are solely the employees of MLA. As such, MLA shall have the sole responsibility for employment management, dismissal, and discipline of its employees.

- A. MLA will conform to the laws regarding background checks, fingerprinting, and credentialing. Teachers of core academic subjects shall be held to the same credentialing standard as teachers in the public schools. No MLA teacher shall be maintained in employment without compliance with Education Code section 47605 (1).

#### IX. EVALUATION OF EDUCATIONAL PROGRAMS/CONFORMANCE TO CHARTER

- A. Oversight monitoring of MLA shall be in conformance with District Board policy and the terms of the approved charter. At the District's request, MLA and District personnel shall meet to discuss areas of concern, review and monitor records, and student progress. In addition, MLA shall furnish the District with an annual report as well as an annual LCAP Plan and LCAP Annual Report, approved by MLA's Board before June 30 of each year of this Agreement. The annual report, LCAP Plan, and LCAP Annual Report will complement and provide the basis of the on-site annual visit.
- B. MLA agrees to administer the current statewide mandated performance assessments. Results of such statewide assessments shall be provided to the District within one (1) month of receipt by MLA.
- C. MLA's Board of Directors shall be responsible for operating MLA in conformance with the provisions of the approved Charter and this MOU.
- D. It is agreed that the availability of instructional materials is critical to the learning process, including, but not limited to, state-adopted textbooks and other materials that supplements the delivery of a solid core curriculum. MLA recognizes that these instructional materials must be in adequate supply. The District recognizes that MLA will have flexibility concerning the number of state-adopted textbooks purchased by MLA due to the curriculum employed by MLA, so long as MLA has adequate other instructional materials that are aligned with the educational program described in the Charter.
- E. MLA agrees to prepare and publicly distribute recruitment materials in languages that represent the demographics of the District. These materials must be translated

into any native language spoken by fifteen (15) percent or more of District residents. Enrollment will be open to all students, and MLA shall admit all pupils who wish to attend up to capacity.

#### X. SPECIAL PROGRAM/SERVICES

If either party to this MOU wishes to have its staff and/or faculty participate in a program offered by the other, advanced approval and arrangements must be made. It is fully recognized that expenses for such events are negotiable at the time of the event. Such arrangements must be made with the MLA Superintendent or District personnel in advance and confirmed in writing.

#### XI. CHARTER SCHOOL POLICIES AND PROCEDURES

- A. Copies of all MLA Policies and Procedures shall be provided to the District promptly upon adoption by MLA. Any revised, amended, or deleted policies shall also be forwarded to the District.
- B. MLA shall maintain an anti-nepotism policy, which shall be provided to the District and a conflicts code which shall align with the approved charter. Additionally, persons related by blood or by marriage to a charter school employee shall not be appointed to a position where one relative would be in a supervisory position over another. Any employment of relatives outside of the restrictions herein noted must receive prior approval of MLA Board of Directors.
- C. MLA shall maintain a conflicts of interest policy, which shall be aligned with the Charter and provided to the District. This policy shall reflect compliance of the governance structure of MLA with the California Corporations Code and the Government Code's Political Reform Act. MLA agrees that it is responsible for complying with ethics and conflicts of interest laws that may apply to it. MLA has not received advice or authorization from the District regarding its obligations under these laws.

#### XII. STUDENT RECORDS

MLA hereby irrevocably designates employees of the District as having a legitimate educational interest such that they are entitled to access to education records of MLA students under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (FERPA), and California Education Code section 49076(b)(6). The District, MLA, and their officers and employees shall comply with FERPA and applicable California laws relating to student privacy rights at all times, including confidentiality of student records. If the District's access to student records is subsequently prohibited due to new legislation, court decision(s) or administrative agency determinations, the Parties agree to meet and amend this section accordingly.

### XIII. BROWN ACT/PUBLIC RECORDS

MLA shall fully conform to the Brown Act as set out in the California Government Code. The Brown Act requires school boards to conduct their business in a pre-announced open session with an agenda unless specific conditions exist that justify the meeting of a board in closed session. In addition, all of MLA's records that relate in any way to the operation of MLA, including without limitation all of the records of the non-profit corporation operating MLA, and any other entity to the extent it participates in the operation of MLA, are deemed to be subject to the requirements of the California Public Records Act (Government Code section 7920.000, et seq.) as well as Education Code section 47604.3. District and MLA recognize that the Public Records Act contains certain exceptions to disclosure requirements that may apply to certain MLA records, and MLA may assert that such exceptions apply in response to Public Records Act Requests.

### XIV. LEGAL SERVICES/OTHER SERVICES

MLA will be responsible for procuring its own legal counsel and the costs of such service. MLA reserves the right to subcontract all services specified in this MOU to District and/or to public or private subcontractors as permitted by law and as available from District. With the exception of at-will employment agreements, MLA shall submit fully executed contracts/agreements for goods and services over \$20,000 that the MLA Board of Directors or designee entered into during the months of July through December, due in January, and January through June, due in July.

### XV. NO AGENCY RELATIONSHIP

No agent, employee, or servant of MLA shall be deemed to be the employee, agent, or servant of the District except as expressly acknowledged in writing by the District. MLA will be solely and entirely responsible for its acts and for the acts of MLA's agents, employees, servants, and subcontractors while acting under MLA's direction during the entire term of this MOU.

### XVI. SEVERABILITY

If any provision or any part of this MOU is for any reason held to be invalid and/or unenforceable or contrary to public policy, law or statute, and/or ordinance, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

### XVII. ENFORCEMENT AND CHARTER REVOCATION

- A. If the District finds, through a showing of substantial evidence, that MLA:
1. Committed a material violation of any of the conditions, standards, or procedures outlined in the charter;
  2. Failed to meet or pursue any of the pupil outcomes identified in the charter;
  3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; or

4. Violated any law.

It may revoke the charter granted to MLA, and void or enforce the terms of this MOU, consistent with, and including but not limited to California Education Code sections 47605, 47605.5, 47605.6, 47606, 47607, 47607.2, 47607.3, and 52064.5.

- B. Before revocation, the District shall notify MLA of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the District has determined, and notifies MLA in writing, that the violation constitutes a severe and imminent threat to the health or safety of MLA pupils.
- C. Before revoking the MLA's charter for failure to remedy a violation, and after expiration of the MLA's reasonable opportunity to remedy without successfully remedying the violation, the District shall provide MLA a written notice of intent to revoke and notice of facts in support of revocation to the MLA's charter school. No later than 30 days after providing the notice of intent to revoke the MLA's charter, the District shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the MLA's charter. No later than 30 days after the public hearing, the District shall issue a final decision to revoke or decline to revoke the MLA's charter, unless the District and MLA agree to extend the issuance of the decision by an additional 30 days. The District shall not revoke the MLA's charter unless it makes written factual findings supported by substantial evidence, specific to the MLA, that support its findings.
- D. In the event of a dispute over the terms of this Agreement, the parties agree that the governing law is the state and federal laws of the State of California, County of Sacramento. Any disputes will be heard by the state or federal courts of the state of California, Sacramento County or any other jurisdiction in the state of California.

#### XVIII. NOTIFICATION

All notices, requests, and other communications under this MOU shall be in writing and mailed to the proper address as follows:

To District: San Juan Unified School District, 3738 Walnut Ave., Carmichael, CA 95608.  
Brian T. Ginter, Director, Admissions and Family Services

To Charter School: Marconi Learning Academy, 2444 Marconi Ave, Sacramento, CA 95821. Attention: Superintendent

This MOU contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understanding or agreements between the Parties with respect to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any Party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly outlined in this MOU. Parties further recognize that this MOU shall only be modified in writing and by the mutual agreement of the Parties.

Dated: \_\_\_\_\_

\_\_\_\_\_  
San Juan Unified School District  
Melissa Bassanelli, Superintendent of Schools

Dated: \_\_\_\_\_


APPROVED AS TO FORM:



[Fhanysha Gaddis \(Apr 20, 2026 12:41:05 PDT\)](#)

\_\_\_\_\_  
Fhanysha Gaddis, General Counsel  
San Juan Unified School District

Ratified by the Board of Education  
San Juan Unified School District  
Date: \_\_\_\_\_



\_\_\_\_\_  
Marconi Learning Academy  
Gagendeep Gill, Superintendent  
Dated: \_\_3/16/26\_\_\_\_\_

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

**AGENDA ITEM:** H.8

**MEETING DATE:** 04/28/2026

**SUBJECT:** High School Scholarship Awards

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the 2026 High School Scholarship Awards.

**RATIONALE/BACKGROUND:**

Pursuant to Education Code section 44015 and Administration Regulation 1150, expense per individual award shall not exceed \$200 unless expressly approved by the Governing Board.

Bella Vista High School:

- Dave and Maggie Cox Scholarship - Kelli Olson, Annie Hong, Pranav Bharanidharan and Ben Kaganovich
- Nicholas Sparks Award - Madilyn Wilson

**ATTACHMENT(S):**

1. [Bella Vista - Dave and Maggie Cox Scholarship 2026](#)
2. [Bella Vista - Nicholas Sparks Award 2026](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Kristan Schnepf, Assistant Superintendent, Secondary Education and Programs

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

## Bella Vista High School - Dave and Maggie Cox Scholarship

- **Dave and Maggie Cox Scholarship Selection criteria:**

Based on financial need and not receiving any other awards, the committee will select four students, each of whom will receive a \$3,000 award.

- Selection Committee Members:

Lauren Williams (Counselor)  
Brian Maiolini (Social Science Dept Chair)  
Katie Sowa (Counselor)  
Lauren Trainor (Counselor)  
Shelley Snyder (Counselor)  
Lauren Trainor  
Elyna Cespedes

- Name(s) of the awardee(s), dollar amount, and reason

**Kelli Olson - \$3,000:** Has a 4.4 GPA

- A member of the Student Government, and is a leader in Key Club.
- Four years Lacrosse.
- Key Club Secretary 11<sup>th</sup> grade, Key Club president 12<sup>th</sup> grade.
- Community Outreach lead and leader of various committees in Student Government.
- Bella Vista Field Hockey 4 years.

**Annie Hong - \$3,000:** Has a 4.7 GPA,

- Four years golf.
- Wag & Weave, Co-founder and President. Collected clothing donations and upcycled clothing to turn them into handmade dog/cat toys & blankets. The school club has over 50+ members.
- Donated 280 handmade dog toys, led donation drives that received over 1000 items for local shelters, partnered with local shelters to execute Doggie Day Out events, and raised awareness of shelter animals through various activities.
- Mercy Hospital Volunteering, shadowed nurses and EMTs, and managed a unit serving patients. Followed nurses on their rounds, provided patient care, specialized in Cardiology and Oncology departments. Volunteered for over 100 hours in 2025.

- Bella Vista Interact Club, Vice President from 2025-2026. Secretary from 2024-2025.
- Varsity School Golf Team, team captain during senior year. Assistant coach for JV practices from August to November. Led fundraising for the team. Motivated teammates and led the team to the playoffs for the first time in three years. Varsity 4 years, number 1 position 3 years, 2 Year League MVP, 4 year Sac-Joaquin Masters finisher.

**Pranav Bharanidharan - \$3,000:** Has a 4.63 GPA

- Twelve medals in the Academic Decathlon.
- Two time All Star Winner-Quizbowl Nationals.
- 200+ hours as a middle school tutor.
- Founder and Co-President of Bella Vista High School Science Olympiad.
- 100+ volunteer hours Sacramento Public Library/.

**Ben Kaganovich - \$3,000:** Has a 4.71 GPA.

- National Merit Finalist; Bella Vista
- Sophomore Class Computer Science – Career Technical Education Award
- AP Scholar With Distinction Award
- Roseville Rising / Growth Factory - High school startup entrepreneurship academy
- UC Davis COSMOS – studied advanced machine learning techniques under UCD faculty
- Rotary Youth Leadership Awakening (RYLA)
- Entrepreneur - founder of Benjamin's Bitters, headquartered at Mulvaney's B&L
- Japanese National Honors Society (Secretary)
- Volunteer at Computers 4 Kids (nonprofit) - 165 hours. Repair/refurbish computers for students/families in need

## **Bella Vista High School – 2026 Nicholas Sparks Award**

- Selection criteria:  
This award goes to an outstanding student who shows promising English Literature/writing skills.
- Selection Committee Members:  
Anna Serena (AP Literature and Composition Teacher)  
Dave Underwood (Department Co-Chair and AP Literature and Composition Teacher)  
Genevieve Aymeric (Department Co-Chair, AP Language and Composition Teacher, Academic Decathlon Coach)
- Name(s) of the awardee(s), dollar amount, and reason:

### **Madilyn Wilson - \$1000**

This selection is made by the English Department. Madilyn has consistently written outstanding essays demonstrating a mastery of craft, and ability to analyze compelling characters and narratives, while displaying insightful exploration of complex themes in AP Literature.

**SUBJECT:** Resolution No. 4260: Rescinding Resolution No. 2090 and Consolidating Restricted Ongoing and Major Maintenance Funds into the General Fund

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board adopt Resolution No. 4260, rescinding Resolution No. 2090 and consolidating restricted ongoing and major maintenance funding into the General Fund in compliance with California Education Code.

**RATIONALE/BACKGROUND:**

The district currently accounts for restricted ongoing and major maintenance funding across both the General Fund and the Deferred Maintenance Fund. This structure was established through Resolution No. 2090 (1998), when the State Deferred Maintenance Program provided matching funds to support local maintenance contributions. The State Deferred Maintenance Program was discontinued after the 2013–2014 fiscal year, and no state matching funds are currently available. As a result, maintaining a separate Deferred Maintenance Fund no longer provides a financial benefit and instead adds administrative burden and accounting complexity.

California Education Code section 17070.75 requires school districts participating in the State School Facility Program to deposit a minimum of three percent (3%) of General Fund expenditures into a restricted account for the purpose of maintaining school facilities. For the 2025–2026 fiscal year, this requirement is estimated at approximately \$23 million, with the final amount determined at fiscal year-end. Currently, the district meets this requirement through a combination of approximately \$21 million in the General Fund and \$2 million in the Deferred Maintenance Fund.

Adoption of this resolution will consolidate all restricted ongoing and major maintenance funding into the General Fund. This action will maintain current funding levels while improving efficiency, transparency, and alignment with current State requirements. This action does not reduce the district’s commitment to maintaining its facilities and ensures continued compliance with applicable legal requirements.

**ATTACHMENT(S):**

1. [Resolution No. 4260](#)
2. [Resolution No. 2090 \(adopted 06/23/1998\)](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

Board of Education: 06/23/1998 (adopted Resolution No. 2090)

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Fhanysha Clark Gaddis, J.D., MPP, General Counsel  
Joel Ryan, Chief Financial Officer

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 4260**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE SAN JUAN UNIFIED  
SCHOOL DISTRICT RESCINDING RESOLUTION NO. 2090 AND CONSOLIDATING  
RESTRICTED ONGOING AND MAJOR MAINTENANCE FUNDS INTO THE  
GENERAL FUND**

**WHEREAS**, the San Juan Unified School District (“District”) operates a successful and robust school facilities bond program, and the ongoing maintenance of newly constructed and modernized facilities remains a critical District priority; and

**WHEREAS**, California Education Code section 17070.75 requires school districts participating in the State School Facility Program to annually deposit no less than three percent (3%) of total General Fund expenditures into a restricted account for the sole purpose of maintaining school facilities; and

**WHEREAS**, for the 2025–2026 fiscal year, the District’s required contribution pursuant to Education Code section 17070.75 is approximately \$23 million, with the final amount to be determined based on total General Fund expenditures at fiscal year-end; and

**WHEREAS**, pursuant to Board Resolution No. 2090, adopted on June 23, 1998, the District has historically allocated \$2 million annually into a separate Deferred Maintenance Fund; and

**WHEREAS**, as a result of Resolution No. 2090, the District currently maintains restricted maintenance funds across both the General Fund (approximately \$21 million) and the Deferred Maintenance Fund (\$2 million), resulting in the use of multiple funding streams for ongoing and major maintenance expenditures; and

**WHEREAS**, the Deferred Maintenance Fund structure was originally established to take advantage of a State matching program; however, the State Deferred Maintenance Program was discontinued following the 2013–2014 fiscal year, and no State matching funds are currently available; and

**WHEREAS**, the continuation of a separate Deferred Maintenance Fund no longer provides a financial benefit to the District and instead results in increased administrative burden and accounting complexity; and

**WHEREAS**, the District desires to streamline its financial practices by consolidating all restricted ongoing and major maintenance funding into the General Fund while maintaining compliance with Education Code section 17070.75; and

**WHEREAS**, the consolidation of restricted maintenance funds into the General Fund will not reduce the total amount of funding dedicated to ongoing and major maintenance but will maintain funding levels while improving efficiency, transparency, and fiscal management;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the San Juan Unified School District hereby rescinds Board Resolution No. 2090 in its entirety; and

**BE IT FURTHER RESOLVED**, that effective from the execution of therein, all restricted ongoing and major maintenance contributions required pursuant to Education Code section 17070.75 shall be accounted for within the District’s General Fund; and

**BE IT FURTHER RESOLVED**, that the Deferred Maintenance Fund shall be closed in accordance with applicable accounting standards and legal requirements, and any remaining balances shall be transferred to the appropriate restricted accounts within the General Fund for ongoing and major maintenance purposes; and

**BE IT FURTHER RESOLVED**, that this action shall not reduce the District’s commitment to maintaining its facilities and shall ensure continued compliance with all applicable legal requirements governing ongoing and major restricted maintenance expenditures; and

**BE IT FURTHER RESOLVED**, that District staff are authorized and directed to take all actions necessary to implement this Resolution.

**PASSED AND ADOPTED** by the Board of Education of the San Juan Unified School District on this 28th day of April 2026, by the following vote:

- AYES:
- NOES:
- ABSENT:
- ABSTAIN:

---

**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**

**Resolution No. 2090**

**PLAN TO MAINTAIN SCHOOL FACILITIES**

**WHEREAS**, the local bond issue is necessary in order to repair and modernize district facilities; and

**WHEREAS**, it is recognized that lack of adequate maintenance funding in the past led directly to the deteriorated condition of the district's facilities; and

**WHEREAS**, the district's facilities cannot be allowed to deteriorate again due to lack of maintenance funding.

**NOW, THEREFORE, BE IT RESOLVED AND ORDERED** that the Board of Education by the approval of the undersigned, does hereby make a commitment that the district will properly maintain its facilities and preserve the repairs and improvements funded by a facilities bond.


**SPECIFICALLY, BE IT FURTHER RESOLVED** that:

1. The district shall continue funding the Deferred Maintenance Program at a level of no less than \$2 million annually.
2. The district shall continue with the Exterior Paint Program to adequately protect and maintain all exterior building surfaces, at a level of funding to enable re-painting of schools on a seven-year cycle.
3. The district shall continue with full support and encouragement of the district's self-help (volunteer) program, including providing materials for paint projects.
4. The district shall fund housekeeping and maintenance and operations budgets as necessary to properly maintain all district facilities.
5. The facilities staff and an independent auditor shall, at least annually, present a report to the Board of Education and the Citizens Review Committee on the condition of the district's facilities and the status of the maintenance and bond plan.


**IN WITNESS WHEREOF**, we, the members of the Governing Board of the San Juan Unified School District have hereunto set our hands this 23<sup>rd</sup> day of June, 1998.

  
Linda Muskopf, President

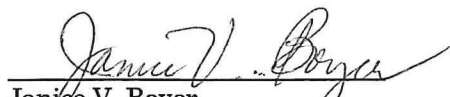
  
James A. Livingston, Vice President

  
Janet E. Smith, Clerk

  
Joseph W. Hayes, Member

  
Estelle Werve, Member

Attest:

  
Janice V. Boyer  
Interim Superintendent of Schools

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

**SUBJECT: San Juan Youth Voice Advocates (SJYVA) (Oaxaca) - 7:25 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board hear an update regarding the ongoing work of the San Juan Youth Voice Advocates.

**RATIONALE/BACKGROUND:**

The purpose of this report is to update the board on the San Juan Youth Voice Advocates (SJYVA) student leadership program. The SJYVA program is funded through the Learning Communities for School Success Program (LCSSP) Grant and San Juan Unified LCAP and utilizes community partner Innovation Bridge for support. This presentation will include an overview of the program and a summary of its work during the 2025-26 school year. The report will also provide an overview of the qualitative data collected through over 32 listening sessions with 561 students representing grades 4-12, and will outline recommendations for actions based on districtwide findings. SJYVA student leaders will also share personal impact statements regarding their experiences in the program. Additionally, next steps from the recommendations will be discussed.

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

Learning Community for Schools Success Program (LCSSP): \$61,500

Local Control and Accountability Plan (LCAP): \$15,000

**PREPARED BY:**

Christina Sparks, Coordinator, Special Programs and Grants  
Crista Koch, Director, Equity and Student Achievement

**APPROVED BY:**

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



# San Juan Youth Voice Advocates

**F.J. "Harvey" Oaxaca, Ed.D.,**  
Assistant Superintendent, Educational Services

**Christina Sparks,**  
Coordinator, Special Programs & Grants,  
Department of Equity and Student Achievement

**Ojehi Benito-Oserogho, Encina High School**  
**Ava Dwyer, El Camino Fundamental High School**  
**Madeline McGrath Htain, Rio Americano High School**



San Juan Unified School District  
Board of Education  
April 28, 2026



## Background and Partnerships

**California Department of Education (CDE): Learning Communities for School Success Program (LCSSP) Grant**



**District Collaboration: Department of Equity and Student Achievement and Office of Student Learning Assistance**

**Funded by: LCSSP Grant and San Juan Unified's LCAP**



**Community Partner: Innovation Bridge**



## Program Overview

The San Juan Youth Voice Advocates (SJYVA) are a team of high school students who elevate youth voice in San Juan Unified by engaging students in listening sessions to help inform district and site decision-making, including the Local Control and Accountability Plan (LCAP).



**SJYVA Peer Mentors** are experienced Youth Voice Advocates who assist with training and coaching new advocates.



### 2025-26:

- 20 students from 8 schools, including 7 Peer Mentors
- Approximately 20 hours of trainings and workshops to enhance facilitation, data analysis, reporting, and community-building skills

3

3

## What Are Listening Sessions?

An opportunity to:

- Share thoughts, opinions, and ideas about important topics
- Hear what others think
- Engage with the school community



4

4

# Our Reach in 2025-26

32 LCAP listening sessions

561 students in grades 4-12

- 10 High Schools
- 9 Middle Schools
- 5 K-8 Schools
- 5 Elementary Schools
- 3 Identity Groups

6 sessions focused on site or department equity topics



# Identified Themes Districtwide

**01** **Preparation for College, Career, and the Future**  
 Students feel they are being prepared well, college/career supports have increased, and they would like more variety, breadth, and rigor of courses.

**02** **Improved Communication**  
 Students acknowledged that communication efforts have improved and that there is still a need for more targeted strategies.


**03** **Staff, Events, and Programs Contribute to a Positive School Culture**  
 Students feel welcomed by supportive staff, school spirit events, and programs that build connections and community.


**04** **Bullying, Harassment, and Perceived Inaction**  
 This was a top theme in almost 2/3 of this year's sessions, with many students reporting being unaware of strategies, policies, and practices to address bullying and harassment.


**05** **Mental Health Understanding**  
 Students feel more education, empathy and understanding is needed for mental health challenges, anxiety, and stress, and their impact.


**06** **Increased Supports for Specific Populations**  
 Students feel more academic and social connection support is needed for English learners, newcomers, foster youth, homeless youth, and students with disabilities, with more direct outreach and individual support.


## Our Recommendations:


- 

**Increase opportunities for advanced learning in middle and elementary schools based on student input, including courses, clubs, and leadership skill-building experiences.**
- 

**Showcase resources with varied ways of communication and student personal experiences to increase awareness and engagement.**
- 

**Continue to provide outlets for connection and community building, while also increasing diversity of voice within these opportunities.**
- 

**Invest in districtwide bullying prevention training for staff, students, and families, create a student advisory for policy and practice feedback, and develop student-led education programs and/or campaigns.**
- 

**Provide mental health education to staff, students, and families and resources for managing stress and anxiety.**
- 

**Increase targeted academic and skill-building supports for English learners, newcomers, students with disabilities, foster and homeless youth, as well as opportunities for cultural awareness shared districtwide.**

## Highlights from Pre/Post Surveys

- High school participants showed an **11.8% increase** in feeling like the **district listens to student input** on important decisions.
- High school participants showed a **4.1% increase** in feeling like sharing their voice in listening sessions **makes a difference**.
- Middle school participants showed a **6.3% increase** in feeling like sharing their voice in listening sessions **makes a difference** (Elementary students had no change at 72.5%).
- Common themes in response to “Something I appreciate about listening sessions is:” participants felt **heard, well-represented, impactful, and connected** to others.

“Knowing that others had similar problems to me. It felt very eye opening.”

-high school participant

“I can make an input and people listen to me and differences actually are made.”

-middle school participant

“It seems like we were listened to, even more so that they came to reaffirm with us.”

-high school participant

“I feel like I can share my opinion without getting judged. It makes me feel safe.”

-elementary school participant

## Personal Impact Statements



**Madeline**  
Rio Americano



**Ojehi**  
Encina



**Ava**  
El Camino



9

9



**Thank you, San Juan Youth Voice Advocates,  
supporters, and partners!**

**F.J. “Harvey” Oaxaca, Ed.D., Assistant Superintendent, Educational Services**

**Crista Koch, Director, Equity and Student Achievement**

**Gwyn Dellinger, Director, Student Learning Assistance**

**Melissa Tachiera, LCAP Analyst**

**Kristen Estrada, School/Community Prevention Specialist**

**Lesley Leatherwood, Parent and Family Support Ambassador**

**Innovation Bridge: Dr. bel Reyes, Brit Irby, Dr. Mark Carnero, & Kaela Afilleje**

**Site administrators and listening session coordinators**

10

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## Next Steps Based on Recommendations



- **Showcase resources for students, staff, and community regarding districtwide mental health supports available.**
- **Engage student groups in the development of a mental and behavioral health policy that is aligned to Ed Code 49428.2.**
- **Ensure alignment with actions in the LCAP to provide targeted support for student groups.**
- **Collaboratively partner within district departments and school sites to enhance systems of support for behavior, Social Emotional Learning, mental health to strengthen welcoming and inclusive environments.**

**SUBJECT: Instructional Technology (Dale) - 7:45 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board hear a report related to the use of instructional technology in San Juan Unified schools and classrooms.

**RATIONALE/BACKGROUND:**

San Juan Unified has been working diligently to support the robust use of instructional technology to ensure that students are prepared for a rapidly evolving world. Since 2020, efforts in supporting instructional technology have continued to grow as students and staff have increased access to technological tools. Key components of the presentation are as follows:

- An overview of the current district-supported instructional technology tools
- Current data related to instructional technology use and impact on both students and staff
- Current work related to generative artificial intelligence (AI)
- Information about enrichment programs for students that center instructional technology

**ATTACHMENT(S):**

1. [Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

Curriculum & Standards Committee: 04/08/2026 (report/discussion)

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

\$336,147 (LCFF Supplemental)

\$233,826 (ELO-P)

**PREPARED BY:**

Nicole Naditz, Program Specialist, Instructional Technology and World Languages  
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



# 2026 Instructional Technology Report

Board of Education  
April 28, 2026

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**Nicole Kukral**

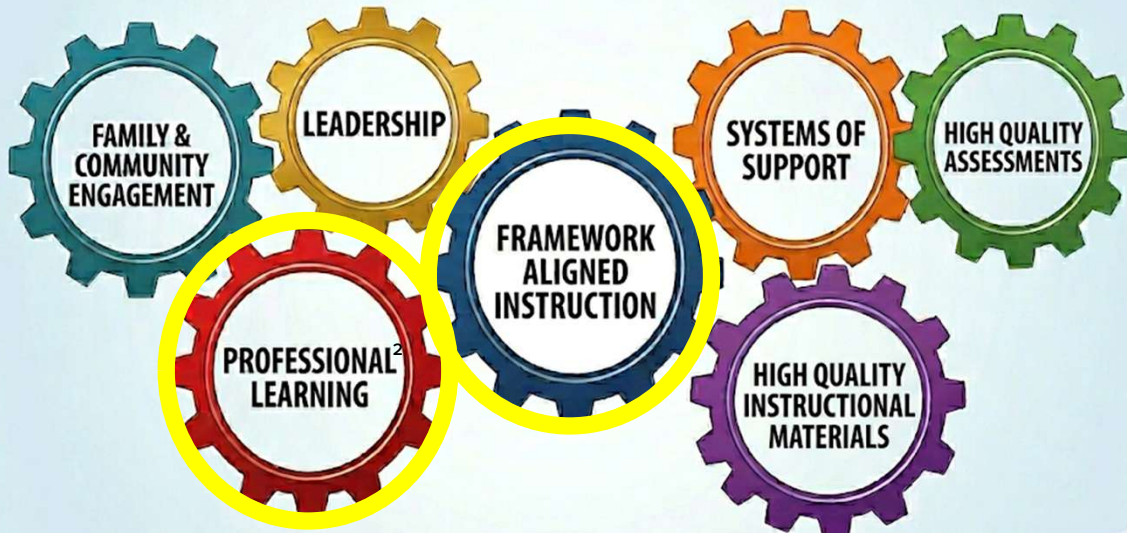
Director, Professional Learning and Curriculum Innovation

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**Nicole Naditz**

Program Specialist, Instructional Technology and World Languages

## Strategic Drivers For Student Success



# Agenda



Core Technologies

Enrichment Through Technology



Professional Learning

Next Steps



## Core Technology Tools For Teaching And Learning

# Key Features Of Our Instructional Technology

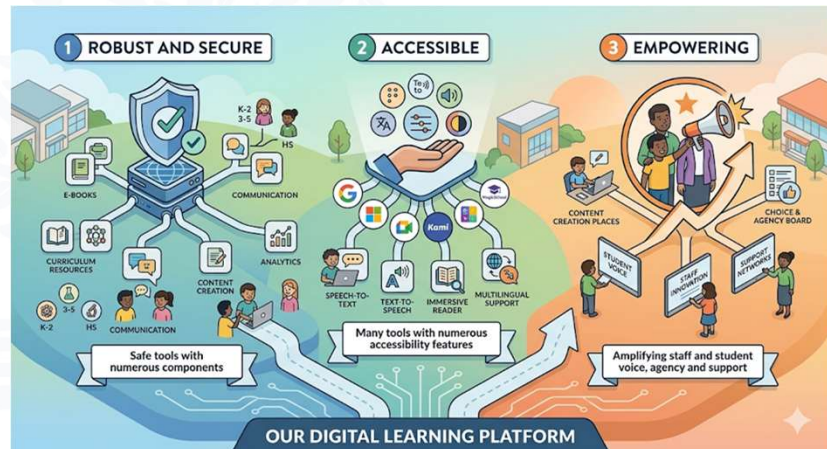


Intentional

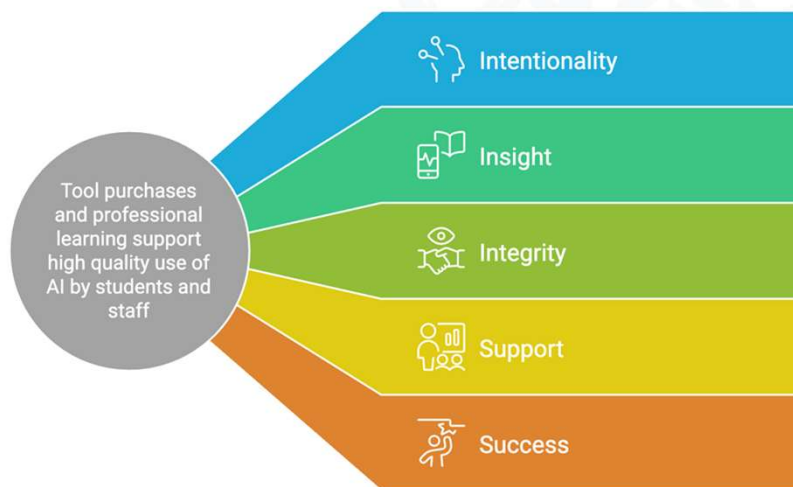
Robust and secure

Accessible

Empowering



# Philosophy of AI Use In San Juan Unified



# San Juan Unified: Recognized Leaders In Intentional AI Integration For Staff And Students



Supporting and collaborating with local districts through a regional AI committee



Pictured (L-R): Faculty, Staff, and Students from San Juan Unified School District: Nicole Kukral, Robert Sullens, Benjamin Wyatt, Nicole Nadtz, LaDonna Ray, Jenifer Cox, Elizabeth Park, F.J. "Harvey" Oaxaca, Timothy "Chip" Dale; Staff from Twin Rivers Unified School District: Dr. Steve Martinez, Ryan DiGiulio and Kelly Bettencourt

## Launching AI to Empower Students, Teachers and Administrators

### Statewide



We are one of two regional districts represented on the Senate Bill 1288 Statewide AI workgroup

# Licensed Technology Tools To Support Teaching And Learning



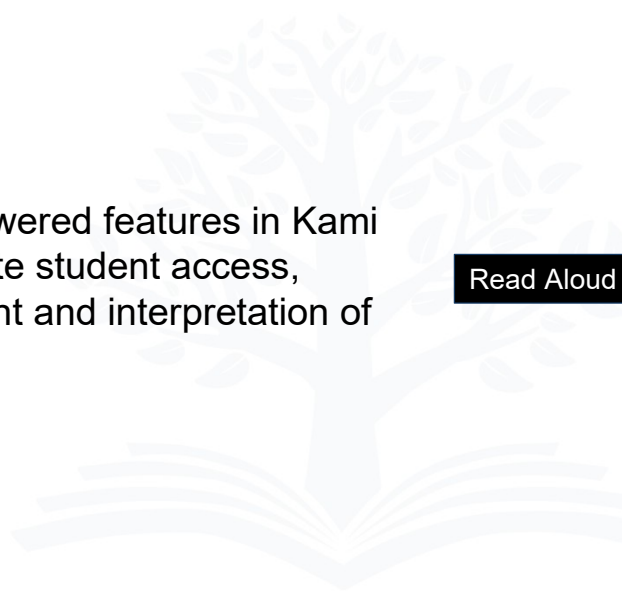
kami



- Accessible
- Language supports in all of our major languages
- Support multiple ways of knowing and doing
- Teacher-guided experiences with teacher visibility into all student interactions in the platform
- Promote student and teacher agency and voice

# Kami

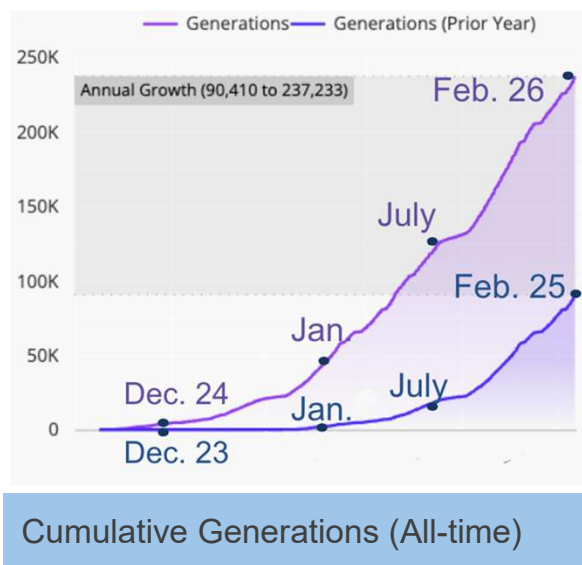
New AI-powered features in Kami that promote student access, engagement and interpretation of texts.



- Read Aloud
- Translate
- Explain
- Summarize
- Adjust

# MagicSchool: Sustained Growth In Teacher Usage

**105,980**  
Total Generations\*  
\*Leader in California



## Themes In Teacher Input On Impact Of MagicStudent



- Provides personalized and actionable feedback to learners, based on teacher training of the tools in MagicStudent
- Removes barriers and promotes student agency and accessibility
- Helps to shift student mindsets: from "AI is a shortcut" to "AI can support me if I use it well"
- Student experiences in MagicStudent align to content standards and LCAP Priorities

**[MagicSchool and MagicStudent...]  
"directly support LCAP goals related  
to equitable access, student  
engagement, and college- and  
career-ready skills such as  
communication, problem-solving,  
and self-advocacy."**

Vicky Velasco, Arcade Middle School

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## What Students Are Saying About MagicStudent



### Long-term English Learner at Del Dayo Elementary

"It was easy using the tool in the room. It gave me great feedback. It focused on the pieces required for ELPAC in my writing. It really helped me a lot."

### 4th grade students at Twin Lakes Elementary

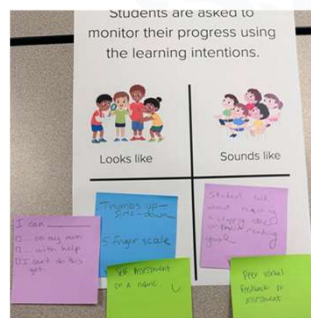
"I like that it gives suggestions. It notices mistakes that I didn't."

"I learned that my conclusion wasn't complete as one sentence."

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# Professional Learning

## Intentional Technology Integration: Prioritizing High Leverage Instruction



Power Up Participation with Technology:  
powerful, student-centered strategies that engage all  
learners and yield actionable evidence of learning.

In the full-day orientation to generative AI,  
practitioners learn that leveraging AI also  
begins with a focus on high leverage  
instructional design that meets the needs of  
all learners.

## Enrichment And Future-Forward Skill Building Through Technology

15

## Supporting The Core Curriculum With Specialized Technology

OSMO kits are checked out by elementary schools to practice math, learn early coding skills, and more.



Dash Robot kits are checked out by elementary schools to learn algorithmic skills in order to code them to travel in particular ways and to practice science concepts.

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## Expanded Learning Opportunities Programs In Technology



### Graphic Design and production clubs



These STEM clubs combine art skills with programming. Students create and produce real products for events such as our Esports and Drone racing tournaments.

### Sphero RVR



Students in Sphero RVR clubs take their coding and robotics to the next level by designing and programming robotic equipment that sits on a programmable chassis.

### Little Bits



Little bits kits help students learn how basics such as light switches, color recognition and sound generation are added to and programmed in robotic tools, including Sphero RVR.

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## Indoor Drone Racing



- Student-driven and inclusive
- Students learn career skills, teamwork, communication, and more



Students from Orangevale Open compete in the Autonomous Flight Mission.



A student from Winston Churchill Middle School competes in the Piloting Skills Mission.



Students participate in the interview for the Communication Judge's Award.

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## Esports

- Funded through the Expanded Learning Opportunities Programs grant
- A fully inclusive opportunity
- Not just gaming: strategy development, emotional regulation strategies, and maintaining a healthy balance of activities are part of the curriculum



Students competing at the Fall Esports tournament.

## Next Steps

## New phase In AI integration In San Juan Unified

- AI pathfinders group
- Train-the-trainers institute



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## Partnering With Schools To Support Teaching And Learning

Next year, the Power Up Participation with Technology Program will exclusively be offered as partnerships with school sites

- Sustainable approach that uplifts school site expertise
- Contextualized and data-driven
- Continued intentional alignment to the district focus on checking for understanding
- Co-designed and co-facilitated in partnership with staff at participating sites
- Student-centered
- Equity-focused

22

## Instructional Technology Plan

- A draft plan has been developed with input from district leadership and representatives of bargaining units
- Intended to be a guidance framework that aligns technology purchases with instructional areas of focus and plans for ongoing professional learning to support the work
- Establishes a sustainable budget with identified funding streams to support the work

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Questions?



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**SUBJECT: Public Hearing: Approval of San Juan High School Science Modernization Project (Camarda) - 8:00 p.m.**

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

**Public Hearing/Action:** The superintendent is recommending that the board hold a public hearing to solicit public comments regarding the San Juan High School Science Modernization Project #204-9495-P1 being proposed for submission for funding, as per Education Code section 101460(b). After the public hearing is conducted, the superintendent is recommending that the board adopt Resolution No. 4261, authorizing and approving Project #204-9495-P1.

**RATIONALE/BACKGROUND:**

The Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 ("Act"), Education Code sections 101400 et seq., provides statewide funding for new construction and modernization of school facilities for specified purposes. Education Code section 101460(b) requires that, before approving a project or project(s) seeking funds under the Act, the governing board of a school district must hold at least one public hearing to solicit input from members of the public regarding the project or project(s) being proposed for submission for funding.

**ATTACHMENT(S):**

1. [Resolution No. 4261](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

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

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

**RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION TO AUTHORIZE AND APPROVE PROJECT #204-9495-P1  
FOLLOWING PUBLIC HEARING UNDER EDUCATION CODE SECTION 101460**

**RESOLUTION NO. 4261**

**WHEREAS**, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024 (“Act”), Education Code sections 101400 *et seq.*, provides statewide funding for new construction and modernization of school facilities for specified purposes; and

**WHEREAS**, Education Code section 101460(b) requires that, before approving a project or project(s) seeking funds under the Act, the governing board of a school district must hold at least one public hearing to solicit input from members of the public regarding the project or project(s) being proposed for submission for funding; and

**WHEREAS**, the San Juan Unified School District (“District”) provided public notice of the hearing regarding the project(s) identified below in its meeting agenda posted to its website on 04/25/2026 as well as in a separate notice posted to the website on 04/20/2026; and

**WHEREAS**, at its regularly-scheduled and publicly-noticed meeting occurring on 04/28/2026, the District's Board of Education (“Board”) has conducted the hearing required by section 101460(b) to consider the following project(s) (“Project”):

<b>Project</b>	<b>Location</b>	<b>General Description</b>	<b>Estimated Cost</b>	<b>Estimated Timeframe</b>
San Juan High School Science Modernization	7551 Greenback Lane, Citrus Heights, CA 95610	Modernization of the science classrooms and light modernization of the campus	\$28,500,000	June 2026 – October 2027

**WHEREAS**, the modernization Project(s) are the type permitted by Education Code section 101412(b); and

**WHEREAS**, public input provided at the hearing does not alter the District's intent to enter into the Project(s), but will be taken into account in implementing the Project(s);

**WHEREAS**, for other project(s), the District has contracted for the independent performance of audits in accordance with Education Code section 41024 and, if the Project(s) above are approved, intends to contract for such audits of the Project(s), as required by Education Code section 101460(a), to ensure that the use of the funds has been reviewed for expenditure consistent with the requirements of all applicable laws; and

**WHEREAS**, the District desires to implement the Project(s) identified above.

**NOW, THEREFORE**, the District's Board of Education does hereby determine, resolves, and orders as follows:

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

**Section 2.** That, following the public hearing occurring prior to adoption of this Resolution, the Board approves proceeding with each of the Project(s) considered, which are understood to be consistent with the scope of the Act.

**Section 3.** That District staff is directed to consider public comments received at the public hearing in further defining and implementing each of the Project(s).

**Section 4.** That District staff is directed to proceed with applying for funding for each of the Project(s) in accordance with requirements of the Act and any regulations or other guidance that may be adopted thereunder.

**Section 5.** That information regarding each of the Project(s), including without limitation its description, location, estimated costs, and estimated timeline for completion, shall be posted to the district website.

**Section 6.** That District staff shall retain all financial accounts, documents, and records necessary for the independent performance audit of each of the Project(s) required by Education Code section 101460(a); shall provide for audits of each Project in accordance with Education Code section 41024; and shall post the results of such audits to the district website.

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on April 28th, 2026, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

---

**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.4

**MEETING DATE:** 04/28/2026

**SUBJECT: San Juan High School Science Modernization Project Lease Amendment No. 1 (Camarda) - 8:05 p.m.**

**DEPARTMENT:** Operations

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. 4262, approving the first amendment to the lease for the San Juan High School Science Modernization Project between San Juan Unified School District and Core West, Inc.

**RATIONALE/BACKGROUND:**

The board approves the revised total base rent in the amount of \$6,205,751.00 for Phase #1 – Light Modernization, and authorizes the issuance of lease amendment No. 1 to the facilities lease and authorizes district staff to issue a notice to proceed with construction.

**ATTACHMENT(S):**

1. [Resolution No. 4262](#)
2. [Lease Amendment No. 1](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

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

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

**RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION APPROVING LEASE AMENDMENT #1 FOR THE  
SAN JUAN HIGH SCHOOL SCIENCE MODERNIZATION PROJECT #204-9495-P1**

**RESOLUTION NO. 4262**

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

**WHEREAS**, the District Board of Education (“Board”) previously approved the award of the Site Lease and Facilities Lease to Core West, Inc. for this Project, including preconstruction services in the amount of \$95,000.00; and

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

**WHEREAS**, Core Construction has completed the preconstruction services for Phase #1 – Light Modernization of the Project, including development of the Total Base Rent for this Phase, and has provided the District with objectively verifiable information and a written rationale for this Total Base Rent, together with supporting documents;

**WHEREAS**, the District has carefully considered the information supporting the Total Base Rent for Phase #1 of the Project; and

**WHEREAS**, the Division of the State Architect (“DSA”) approval is not required for work associated with Phase #1 of the Project.

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

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

**Section 2.** The Board approves the Total Base Rent in the amount of \$6,205,751.00 for Phase 1, authorizes the issuance of Lease Amendment #1 to the Facilities Lease, and authorizes District staff to issue a notice to proceed with construction of Phase #1.

Original Facilities Lease Amount– Preconstruction Services	\$95,000.00
<b>Net Change by Amendment #1</b>	<b>\$6,205,751.00</b>
<b>Revised Total Base Rent</b>	<b>\$6,205,751.00</b>
<b>Revised Facilities Lease Amount</b>	<b>\$6,300,751.00</b>

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on April 28th, 2026, by the following vote:

**AYES:**  
**NOES:**  
**ABSENT:**  
**ABSTAIN:**

---

**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**  
**Facilities Business Department**  
 5320 Hemlock Street, Sacramento, California 95841  
 Telephone 916- 971-7283  
 Internet Web Site: www.sanjuan.edu

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

**Lease Amendment #01**  
**San Juan HS MOD (Science)**  
**DSA App. # 02 - 123993 /Facilities Lease Agreement# VR26-05806**  
**SJUSD Project # 204-9495-P1**

Effective **April 28, 2026**, the Facilities Lease Agreement dated **October 14, 2025**, between the San Juan Unified School District and **CORE West, Inc** for the **San Juan High School MOD (Science)** is amended as follows:

A. Section 4.4.2, Total Base Rent, is amended as follows: *“The TBR for the lease of the Project is Six Million, Two Hundred Five Thousand, Seven Hundred Fifty One Dollars and no cents ~~to be added by Amendment~~ (\$6,205,751.00) subject to the provisions of any Contingency Funds set forth in this Article 4.”*

B. Section 4.4.2.4.1 is amended as follows: *“Construction Contingency Fund in the amount of ~~to be added by Amendment~~ One Hundred Thirty One Thousand, Seven Hundred Seventy Seven Dollars and no cents (\$131,777.00), which, except as set forth herein, shall cover additional or extra costs of the work set forth in the contract documents as a result of all conditions and events that do not entitle Entity to a change order in accordance with Exhibit D, Article 15.01 of the Facilities Lease.”*

C. Section 4.4.2.4.3 is amended as follows: *“District Contingency in the amount of ~~to be added by Amendment~~ One Million, One Hundred Ninety-Eight Thousand, Four Hundred Thirty-Four Dollars and no cents (\$1,198,434.00) which shall cover additional or extra costs to the project that entitle Entity to a change order in accordance with Exhibit D, Article 15.01 of the Facilities Lease.*

D. Exhibit C Lease Payment Schedule / CSI Breakdown (TBR Calculator), Qualifications & Assumptions, Exclusions and Work not Included, List of Plans, Specifications and Other Documents is replaced in its entirety with the following:

San Juan High School TBR #1 Light Modernization and DSA Demo		
EXHIBIT C		
LEASE PAYMENT SCHEDULE		
A	B	C
Item No	Month	Lease Payment
	Preconstruction	

	Preconstruction Services	\$ 95,000
	<b>Phase #1 Light Modernization</b>	
1	May 2026 Lease Payment	\$ 627,268
2	June 2026 Lease Payment	\$ 627,268
3	July 2026 Lease Payment	\$ 627,268
4	August 2026 Lease Payment	\$ 627,268
5	September 2026 Lease Payment	To Be Added by Amendment
6	October 2026 Lease Payment	To Be Added by Amendment
7	November 2026 Lease Payment	To Be Added by Amendment
8	December 2026 Lease Payment	To Be Added by Amendment
9	January 2027 Lease Payment	To Be Added by Amendment
10	February 2027 Lease Payment	To Be Added by Amendment
11	March 2027 Lease Payment	To Be Added by Amendment
12	April 2027 Lease Payment	To Be Added by Amendment
13	May 2027 Lease Payment	To Be Added by Amendment
14	June 2027 Lease Payment	\$ 627,268
15	July 2027 Lease Payment	\$ 627,268
16	August 2027 Lease Payment	\$ 627,268
17	September 2027 Payment	To Be Added by Amendment
18	October 2027 Lease Payment	To Be Added by Amendment
19	November 2027 Post Construction Payment	\$ 27,742
20	December 2027 Post Construction Payment	\$ 27,742
21	January 2028 Post Construction Payment	\$ 27,742
22	February 2028 Post Construction Payment	\$ 27,742
23	March 2028 Post Construction Payment	\$ 27,742
24	April 2028 Post Construction Payment	\$ 27,742
25	May 2028 Post Construction Payment	\$ 27,742
26	June 2028 Post Construction Payment	\$ 27,742
27	July 2028 Post Construction Payment	\$ 27,742
28	August 2028 Post Construction Payment	\$ 27,742
29	September 2028 Post Construction Payment	\$ 27,742
30	October 2028 Post Construction Payment	\$ 27,742
31		
32		
33		
34		
35		

		\$
	<b>Total Lease Payments</b>	<b>4,723,785</b>
	<b><u>Bonds &amp; Insurance</u></b>	
	Bonds & Insurance	\$ 151,755
	<b><u>Contingencies:</u></b>	
	Contractor Contingency 3%	\$ 131,777
		\$ -
	<b>Total Construction Contingency</b>	<b>\$ 131,777</b>
	Owner Contingency	\$ 1,198,434
	<b>Owner Total Contingency</b>	<b>\$ 1,198,434</b>
	Total Contingencies	\$ 1,330,211
	<b>Amendment 1 - Phase 1 Light Mod and DSA Demo (TBR 1)</b>	\$ 6,205,751
	<b>Total Value of Services (Excludes Pre-Construction Services)</b>	<b>\$ 6,205,751</b>

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

**San Juan Unified School District,**

A school district organized and existing under the laws of the State of California

**CORE West, Inc**

A California Corporation

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

By: \_\_\_\_\_  
**Seth Maurer**  
Title: President

By: \_\_\_\_\_  
Frank Camarda  
Title: Chief Operations Officer

Federal Tax Identification Number :  
88-0214666

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

**AGENDA ITEM:** J.5

**MEETING DATE:** 04/28/2026

**SUBJECT: Williams Complaint Report (Gaddis) - 8:10 p.m.**

**DEPARTMENT:** Legal Services

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board receive an update on Williams-type complaints filed with the district during the time period from January 1, 2026 to March 31, 2026.

**RATIONALE/BACKGROUND:**

The Williams legislation embodied in Education Code section 35186(d) requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district.

The district received a Williams complaint on or about February 2026 at Starr King K-8 School related to use of curriculum in the dance class. The matter was corrected as the site level.

**ATTACHMENT(S):**

1. [Williams UCP 3rd Quarter Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 04/20/2026

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)

Quarterly Report



Legal Services

**Melissa Bassanelli**  
*Superintendent of Schools*

**Fhanysha Clark Gaddis,**  
**J.D., MPP**  
*General Counsel*

*Year covered by this report:* 2026

*Quarter covered by this report:* Quarter 3 (January - March)

*Sufficiency of textbooks*

Number of complaints: 1  
Number resolved: 1  
Number unresolved: 0

*School facilities issues*

Number of complaints: 0  
Number resolved: n/a  
Number unresolved: n/a

*Vacancy or misassignment of teachers*

Number of complaints: 0  
Number resolved: n/a  
Number unresolved: n/a

Respectfully submitted: Fhanysha C. Gaddis, J.D., MPP  
General Counsel

**ADDRESS**

3738 Walnut Avenue  
Carmichael, CA 95608

**PHONE**

(916) 971-7110

**WEBSITE**

[www.sanjuan.edu](http://www.sanjuan.edu)

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

**AGENDA ITEM:** J.6

**MEETING DATE:** 04/28/2026

**SUBJECT: California School Boards Association (CSBA) Delegate Assembly Run-Off Election (Board) - 8:15 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Action: The board may wish to vote for no more than one (1) candidate for subregion 6-B of the CSBA Delegate Assembly run-off election.

**RATIONALE/BACKGROUND:**

Every year CSBA asks districts to elect representatives to the CSBA Delegate Assembly for their designated region. At the February 24, 2026, Board of Education meeting, the board cast its vote for one candidate listed on the CSBA Delegate Assembly ballot. At that time, there was also one vacancy on the ballot, allowing for write-in candidates.

On March 25, 2026, the Delegate Assembly Election Committee met to count and certify the ballots. The results produced a tie in Subregion 6-B (Sacramento County), requiring a run-off election between two write-in candidates. Because the candidates are write-ins, biographical sketch forms were not submitted. The board may vote for no more than one candidate in the run-off election.

**ATTACHMENT(S):**

1. [Region 6B Run-off Election Packet 2026](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Board of Education: 02/24/2026

Superintendent's Cabinet: 02/09/2026, 04/20/2026

**FISCAL IMPACT:**

N/A

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

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools



**TIME SENSITIVE - REQUIRES BOARD ACTION  
DEADLINE: THURSDAY, APRIL 30**

March 28, 2026

**MEMORANDUM**

To: All Board Presidents and Superintendents  
CSBA Member Boards of Education in Region 6B

From: Dr. Debra Schade, CSBA President

Re: 2026 CSBA Delegate Assembly Run-off Elections  
***U.S. Postmark Deadline – Thursday, April 30, 2026***

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The members of the Delegate Assembly Election Committee met on March 25, 2026, to count and certify the ballots for membership on the CSBA Delegate Assembly. A tie vote resulted in a run-off election in your Region.

Enclosed is the run-off ballot material for election of a representative to CSBA Delegate Assembly from your Region. Please note due to the candidates being write-ins a biographical sketch was not submitted. The material consists of the ballot (on turquoise paper) and a list of all current members of the Delegate Assembly from Region 6B effective April 1, 2026. In addition, a “copy” of the run-off ballot on white paper is provided so that it may be included in your board agenda packet. **Only the run-off ballot on turquoise paper is to be completed and returned to CSBA if your district or county board chooses to submit a paper ballot.** Electronic copies are being emailed to your Board President, Superintendent, and the primary contact on file with CSBA for your board.

The board may cast its vote either electronically using the unique link sent to the primary contact for your board or by paper using the turquoise ballot. The paper ballot must be filled out completely, signed by the Superintendent or the Board Clerk, and returned in the enclosed envelope. If the envelope is misplaced, you may use your district’s stationery, please write **DELEGATE ELECTION – RUN-OFF BALLOT** and your Region number on the envelope. **Run-off ballots must be submitted electronically or postmarked by the U.S. Post Office on or before Thursday, April 30, 2026.**

The run-off ballots will be counted by May 10 and candidates will be notified of the results immediately. Should a second tie occur, the Regional Director will cast the tie-breaking vote. All newly elected Delegates will serve terms that will expire on March 31, 2028. The next meeting of the Delegate Assembly is on Saturday, May 16 – Sunday, May 17 and will take place at the Safe Credit Union Convention Center in downtown Sacramento. Please do not hesitate to contact [nominations@csba.org](mailto:nominations@csba.org) should you have any questions. Thank you.

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL RUN-OFF** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **THURSDAY, APRIL 30, 2026**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY **RUN-OFF** BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of seats: 1 (Vote for no more than 1 candidate)

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*Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028*

*\*denotes incumbent*

Sascha Vogt (Twin Rivers USD)

Delia Baulwin (Elk Grove USD)

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

## **REGION 6 – 18 Delegates (11 elected/7 appointed0)**

**Director: Jessica Rodgers (El Dorado Union HSD)**

**Below is a list of all elected or appointed Delegates from this Region.**

### **Subregion 6-A (Yolo)**

Lea Darrah (Davis Joint USD), 2028

### **Subregion 6-B (Sacramento)**

Ben Avey (San Juan USD)\*, 2027

Michael Baker (Twin Rivers USD), 2027

Sumiti Mehta (Natomas USD), 2028

Susan Davis (Elk Grove USD)\*, 2027

Craig DeLuz (Robla ESD), 2027

Tara Jeane (Sacramento City USD)\*, 2028

Tanya Kravchuk (San Juan USD)\*, 2028

Annette Kunze (Galt Joint Union ESD), 2027

Kara Lofthouse (Folsom-Cordova USD), 2027

Noel Mora (Natomas USD), 2027

Chinua Rhodes (Sacramento City USD)\*, 2027

Michael Vargas (Elk Grove USD)\*, 2028

RUN-OFF (TBD), 2028

### **Subregion 6-C (Alpine, El Dorado, Mono)**

Misty diVittorio (Placerville Union ESD), 2028

Darcy Knight (Black Oak Mine USD), 2027

### **Region 6 County**

Shelton Yip (Yolo COE), 2028

## **Counties**

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine (Subregion C)

El Dorado (Subregion C)

Mono (Subregion C)

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

L  
04/28/2026

**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
*Adult Education Course Approval – A	Schnepf
*Approval of CTE 2026 Advisory Committee Roster – A	Schnepf
*Expanded Learning Opportunities Program (ELO-P) Plan – A	Townsend-Snider
*Revisions to Governance Handbook – A	Allen

**MAY 26**

Recognition: National Science Bowl (if applicable) – A	Schnepf
Recognition: Science Olympiad (if applicable) – A	Schnepf
Recognition: Academic Decathlon (if applicable) – A	Schnepf
District TK-12 Mathematics Update – R	Dale
Public Hearing: SELPA Local Plan Annual Update – A	Dale
Public Hearing No. 2: Sunshine Charter School Petition – A [PH/Discussed 03/24/26]	Oaxaca
Hearing Officer’s Recommendation-2026 Reduction in Force – A	Gaddis
*Facility Lease Amendments – A	Camarda
*Head Start/Early Head Start SETA Grant Resolution 2026-2027 – A	Townsend-Snider

**JUNE 9**

Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Cell Phone Update – D	Allen
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	Schnepf
*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
Student Discipline – R	Oaxaca
E-Transportation Devices and Student Safety (E-Bikes/E-Scooters) – A [Discussed 03/24/26]	Allen
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