



**San Juan**  
Unified School District

# San Juan Unified School District Facilities Committee

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Anderson Berry, Chair     | <input type="checkbox"/> Maggie Cooper | <input type="checkbox"/> Peter McKane       |
| <input type="checkbox"/> Melinda Avey, Asst. Chair | <input type="checkbox"/> Tina Cooper   | <input type="checkbox"/> Murad "Moe" Sarama |
| <input type="checkbox"/> Lupita Alcalá             | <input type="checkbox"/> Ashley Freer  | <input type="checkbox"/> Steve Ward         |
| <input type="checkbox"/> Rachel Andrakowicz        | <input type="checkbox"/> Fred Latu     | <input type="checkbox"/> Fedros Yavrom      |

**We commit to:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>o Being responsive to the needs of students</li> <li>o Conducting meetings that are: Effective, Efficient and Decisive</li> <li>o Focusing on solving problems</li> <li>o Working together through the committee chair</li> <li>o Recognizing the committee's role as a recommending body</li> <li>o Differentiating between fact and opinion</li> </ul> | <ul style="list-style-type: none"> <li>o Clearly defining and agreeing upon mission</li> <li>o Members having open minds and being creative</li> <li>o Abide by Brown Act concept and principles</li> <li>o Being responsive to the direction of the Board as a whole</li> <li>o Members being polite, respectful, and supportive of other's time and opinions</li> </ul> |
|---|---|

## AGENDA

June 6, 2023

District Office Board Room

3738 Walnut Avenue, Carmichael, CA 95608

**I. CALL TO ORDER – 6:30 p.m.**

**II. VISITOR COMMENTS\*- 6:35 p.m.**

**III. BUSINESS ITEMS – 6:40 p.m.**

- |   |                       |
|---|-----------------------|
| <b>1. Approval of the Minutes – May 2, 2023 - Action</b>                                  | <b>(Berry)</b>        |
| Material Provided (Pages 2-4)   |                       |
| <b>2. Chair Report</b>  | <b>(Berry)</b>        |
| <b>3. Board Member Report</b>   | <b>(Hernandez)</b>    |
| <b>4. Surplus Property Process – Report</b>   | <b>(Camarda/Macy)</b> |
| Material Provided (Pages 5-16)  |                       |
| <b>5. Boundary Map Interactive Review and Enrollment Demographics – Discussion/Action</b> | <b>(Camarda)</b>      |
| Material Provided (Pages 17-26)   |                       |
| <b>6. Avey/Sub. Committee Update, Non-Permitted School Use – Report</b>                   | <b>(Avey)</b>         |

**IV. FUTURE AGENDA ITEMS – Discussion 7:30– 7:40 p.m.**

Next meeting date: Tuesday, September 5, 2023

**V. INFORMATION – 7:40 p.m.**

- |  |         |
|--|---------|
| 1. Attendance Summary.....                     | Page 27 |
| 2. Board of Education Future Agenda Items..... | Page 28 |

**VI. ADJOURNMENT – 7:45 p.m.**

\* Public comments are welcome at Facilities Committee meetings. Each agenda allows time for visitor comments at the beginning of the meeting, as well as during consideration of specific agenda items. To give everyone a chance to be heard, we ask that you limit your comments to two minutes. To speak to the Committee, you must fill out a "Request to Address the Facilities Committee" card, which is available at each meeting. This card will be given to the Chair. You will be called at the appropriate time.



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|---|---|

## MINUTES

May 2, 2023

Casa Roble Fundamental High School – Student Union Building  
9151 Oak Ave, Orangevale, CA 95662

**I. CALL TO ORDER – 6:30 p.m.**

Ms. Avey called the meeting to order at 6:31 p.m.

**II. VISITOR COMMENTS\*- 6:35 p.m.**

There were none.

**III. BUSINESS ITEMS – 6:40 p.m.**

**1. Site Tour (Camarda)**

Mr. Camarda led the committee on a tour of Casa Roble, pointing out the recent modernizations and campus beautifications.

**2. Approval of the Minutes – March 7, 2023 & April 4, 2023 - Action (Berry)**

Material Provided (Pages 2-6)

As so moved by Mr. Sarama, seconded by Ms. M. Cooper.

Mr. Yavrom and Ms. Alcalá abstained from voting on the April 4<sup>th</sup> minutes.

**3. Chair Report (Berry)**

Ms. Avey reported she recently attended the Katherine Johnson Middle School groundbreaking celebration. She expressed her excitement for the new campus and looks forward to students having school pride once the new facility is ready, much like the students at Barrett Middle School.

**4. Board Member Report (Hernandez)**

Mr. Hernandez reported that this is a very busy time of year with events, especially graduations. Mr. Hernandez pointed out that board item pertaining to the KJMS PEA report was pulled from the last meeting due to technical issues, and the item will return on 05/09/2023.

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## 5. Introduction: New Facilities Committee Member

(Berry)

Ms. Avey welcomed Mr. McKane to the committee.

## 6. Future Boundary Adjustment and Boundary Committee Works - Report

(Camarda/Rai/Ginter)

Material Provided (Pages 7-15)

Mr. Camarda presented the item. He gave the committee background information and explained how we got to the point we are at now. The western region's enrollment is growing exponentially, and we must respond to the middle school situation. With these adjustments, the region should be able to expand and contract. Mr. Camarda then went over the goals, affected middle schools and feeder schools. He also spoke to the district's Boundary Committee and its goals. A map recommendation will be presented to the board this fall. Elementary school boundaries should not be affected at this time.

Mr. Camarda then introduced Ms. Rai, Director of Communications. Three proposed boundary maps were released last week, and community outreach is now occurring to gather feedback. Ms. Rai went over the timeline and process of the Thought Exchange and community outreach meetings. Overall, we had nearly 200 participants on the Thought Exchange who had lots of enrollment questions, so a FAQ page was added. The IB program at Churchill will remain.

Mr. Camarda talked about enrollment options – students can still open enroll to any school within the district. No one will be forced to move from a school they are already enrolled in.

Ms. M. Cooper asked about the current maps, and how they can be compared to the proposed maps.

Mr. Camarda responded that current boundaries can be viewed on the interactive map tool, they can be overlaid with the proposed boundaries as well.

Mr. Hernandez asked about the walking distances on the proposed maps.

Mr. Camarda responded they have a 1.5-mile radius.

Ms. Rai then showed the committee the [www.sanjuan.edu/msboundaries](http://www.sanjuan.edu/msboundaries) webpage and demonstrated how to navigate and toggle between scenarios and the current boundaries. Ms. Rai also showed the density maps, showing the heaviest density population within the Arcade, KJMS and Starr King area. The interactive map tool also shows the 1.5-mile walk zones and projected enrollment per scenario.

Ms. Alcalá asked which map has the most income diversity.

Mr. Camarda answered this is for student counts only. We are not looking at income or ethnicity, only density.

Ms. M. Cooper asked if the jagged lines on map number two could be considered gerrymandering.

Mr. Camarda answered no, this is based on population only. No other influences, just capacity and resident counts.

Ms. Alcalá asked if the board will receive demographic data for each map.

Mr. Camarda answered he would not make recommendations based on demographics alone, but if the board wishes to see the data, it can be provided.

Mr. Yavrom recommends demographic information be considered; a diverse student body improves performance.

He would like the board to be aware of the demographic makeup.

Mr. Hernandez reminded the committee that the district will still have open enrollment, and his biggest concern is proximity.

Mr. Hernandez would eventually like a map recommendation from this committee.

Ms. M. Cooper suggested we provide current enrollment (2022-23) on the maps as well.

Ms. Rai talked about community outreach done thus far and what is still to come. The district will host three community outreach meetings. One at Greer, one at Dyer-Kelly, and a virtual option as well.

Mr. Sarama asked about the different forms of communications being sent out to families.

Ms. Rai responded the district has sent out mass notifications to affected middle schools and their feeder schools as well.

Each middle school will also have tool kits available at their open house events in the next few weeks. Emails have been sent to families, social media posts made, and FACE is also spreading the word.

Ms. Avey requested that this item be added to the next meeting agenda so the committee can make a formal recommendation.

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**7. Site Safety Implementation Plan Update – Report**

**(Camarda)**

Material Provided (Pages 16-20)

Mr. Camarda presented the item to the committee. He went over the main points of the presentation and district timelines for implementation. Mr. Camarda will provide progress reports, budget checks, and make further recommendations, if needed, in the future.

Ms. Avey asked about site evacuation plans.

Mr. Sarama asked for clarification on the plan’s budget and site safety coordinators.

Mr. Bross added that sites have individual safety teams, which are composed of different staff members.

Ms. Freer asked about the number of sites with one point entry.

Mr. Sarama asked about the process of repairs.

Mr. Camarda explained the district’s work order system.

Ms. Freer asked about recess areas, and if they are enclosed.

Mr. Camarda answered that wider perimeter fencing is preferred to avoid the prison-like look.

Mr. Camarda will keep the committee abreast of the implementation plan’s process.

**8. Avey/Sub. Committee Update, Non-Permitted School Use – Report**

**(Avey)**

Ms. Avey gave an update on the sub. committee’s activities to date. Ms. Alcala has met with the district’s Risk Management department, requesting some insight. Risk Management will do some research on if neighboring districts have open campus polices and report back to Ms. Alcala.

**IV. FUTURE AGENDA ITEMS – Discussion 7:30– 7:40 p.m.**

- **Enrollment Demographics**
- **Surplus Property**

After some discussion, it was decided that the next meeting will include an update on the boundary adjustment maps and surplus property. The committee would like to make a recommendation to the board on boundary map selection.

The next committee meeting will be held in the District Office board room.

**V. INFORMATION – 7:40 p.m.**

1. Attendance Summary..... Page 21
2. Board of Education Future Agenda Items..... Pages 22-23

**VI. ADJOURNMENT – 7:45 p.m.**

There being no further business, Ms. Avey adjourned the meeting at 9:03 p.m.

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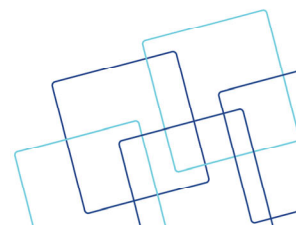


# Surplus Property Process

Presented by: Megan E. Macy

San Juan Unified School District

June 6, 2023



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## Overview

- In general, the surplus property process requires school districts to complete a multi-step process prior to offering property to the public for sale or lease.
- The process itself is found in sections of the Government Code and Education Code.



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## The Process

1. Identify Property
2. 7/11 Committee ("3280 Committee")
3. Declare Surplus
4. Required Offers
5. Public Notices
6. Waiver/Competitive Bidding
7. Other Considerations

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## Identify Property and Convene Committee

### Initial Steps:

Identify the properties under consideration.

Appoint a committee of between seven and eleven members ("7-11 Committee"/3280 Committee) to make recommendations to the District's Board regarding the use of surplus space and real property.

No required number of meeting for the Committee.

Change in the law (SB 820) related to property never used as schoolsite.



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## Declare Surplus

- The 7-11 Committee must review data and make a recommendation to the Board regarding the use of surplus space and real property. (Ed. Code, § 17390.)
- The Board reviews the recommendation and can declare the property surplus through a resolution.
- The Committee's findings are not binding on the Board.



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## Required Offers – Naylor Act

The Naylor Act (Ed. Code, § 17485, et seq.) requires a school district to make a written offer to sell surplus property to specified entities when certain conditions are present, such as playgrounds, playing fields or other recreational space. (Ed. Code, § 17486.)

Any responses must be sent to the District in writing within 60 days after receiving written notification from the District. (Ed. Code, § 17489(c).)

The District must sell to these entities based on the cost of acquisition adjusted by cost of living increases, and the price may not be less than 25 percent of the fair market value. (Ed. Code, § 17491.)

If purchased through the Naylor Act the property must be used for:

Playground, playing field, or other outdoor recreational and open-space use.

If not used for the above the entity must offer it back to the District to purchase.



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## Required Offers – Tier I and Tier II Offers

In addition to the Naylor Act Offers, the Property must be offered to two groups consisting of various governmental and charitable entities. (Ed. Code, § 17464; Gov. Code, §§ 54222, et seq.)

This is a two-tiered process:

Tier I group of entities - 60 days after to respond and 90 days to negotiate.

Tier II group - 60 days to make offers, no required negotiations.

Total Time for this step of process - 180 days.

Change in the law (SB 820) allows the required offers to be made concurrently, but this change expires on July 1, 2024.



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## Public Notices

- District must notify the local planning agency as to the intended disposal. (Gov. Code, § 65402, subd. (c).)
  - The planning commission has 40 days to respond regarding a finding of conformity with the adopted general plan.
  - Findings of the planning commission are advisory only.
- Notice to HCD of District's determination that property is exempt surplus land at least 30 days prior to sale.
- Notice to owner of public meeting where District intends to sell the property (Ed. Code, § 17470.)



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## Declare Intent to Sell

If the Property remains unsold or unleased the Board must declare its intention in a regular meeting to sell or lease the Property by putting the Property up for competitive bid.

Adopt a resolution by a two-thirds majority of the Board. (Ed. Code, § 17466.)

Public notice of the adoption of the resolution:

Copies in three public places at least 15 days before the meeting at which bids are to be considered,

Publishing the notice at least once per week for three successive weeks in a newspaper of general circulation (Ed. Code, § 17469.)



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## At the Board Meeting

District may sell the property through a competitive bidding process. (Ed. Code, § 17464, et seq.)

3 weeks from adoption of resolution:

1. An open meeting of the governing board at which bids will be revealed and considered.
2. Board must open, examine, and declare all sealed proposals that have been received;
3. Make a call for oral bids;
4. Accept the highest responsible bid or reject all bids; or
5. Return within 10 days to make the decision. (Ed. Code, § 17475.)



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## State Waiver Process

- May seek a waiver from all or part of the surplus property process.
- Waiver is reviewed by an “appropriate advisory committee”
- Requires consultation with District’s bargaining units.
- District must hold a public hearing before requesting a waiver from the state board.



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## Questions



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*For more information, questions and comments about the presentation, please feel free to contact:*

### Megan E. Macy

**Tel: 916.329.7433**

**[mmacy@lozanosmith.com](mailto:mmacy@lozanosmith.com)**

*Or any of the attorneys in one of our 8 offices.*





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**Lozano Smith**  
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**MEMORANDUM**

**ATTORNEY-CLIENT COMMUNICATION  
PRIVILEGED & CONFIDENTIAL**

**DATE:** May 31, 2023 **CLIENT/MATTER:** 00511/40  
**TO:** Frank Camarda  
Chief Operations Officer  
  
Facilities Committee  
San Juan Unified School District  
**FROM:** Megan Macy & Arielle Percival  
**RE:** La Entrada and Orange Grove Nature Area Properties Surplus Timeline

This memorandum provides and estimated timeline of the surplus property process for the La Entrada and Orange Grove Nature Area properties (“Property”).

- **June 6, 2023.** Facilities Committee considers Properties and makes recommendation to the Board regarding next steps.
- **Anticipated September 12, 2023.** Board Workshop on Surplus Real Property Process.
  - Board receives recommendation from Facilities Committee.
- **Anticipated September 26, 2023.**
  - Board determines whether to move forward with surplus process.
  - Board Appoints 7/11 Committee pursuant to Board Policy 3280 (“3280 Committee”).
- **October 2023 – November 2023.** 3280 Committee Meetings. The 3280 Committee must do all of the following (Ed. Code § 17390):

- Review the projected school enrollment and other data provided by the District to determine the amount of surplus real property.
  - Establish a priority list of use of surplus space and real property that will be acceptable to the community.
  - Cause to have circulated throughout the attendance area a priority list of surplus space and real property and provide for hearings of community input to the community on acceptable uses of space and real property, including the sale or lease of surplus real property for childcare development purposes.
  - Make a final determination of limits of tolerance of use of space and real property.
  - Forward to the Board a report recommending uses of surplus space and real property.
- Obtain a recommendation from the 3280 Committee that the District should submit a waiver application from the surplus property process. The 3280 Committee may also serve as the “appropriate advisory committee” for reviewing the waiver. (Ed. Code, § 33051, subd. (a)(3).)
  - **Anticipated November 2023.** Consult with bargaining units. (Ed. Code, § 33051, subd. (a)(7).)
  - **Anticipated November 27, 2023.** Provide notice of a public hearing on waiver. California Department of Education (“CDE”) guidance indicates that the District must give notice by publishing the time, date, location, and subject of the hearing in a newspaper of general circulation and post the notice in a manner similar to Brown Act agendas.
  - **Anticipated December 12, 2023.** Hold public hearing regarding the waiver.
  - **Anticipated December 12, 2023. Documents Due November 27, 2023.** District’s Board **considers the 3280 Committee report** and determines whether or not to declare property surplus. If the Board elects to declare property surplus then the Board **adopts a resolution** to declare certain property surplus and authorize required notices. At the same time, the Board may also adopt a resolution approving the waiver and authorizing the Superintendent to take all necessary next steps.
  - **Anticipated December 13, 2023. Documents Due November 28, 2023.** Submit the waiver application to the California Department of Education (“CDE”).
  - **Anticipated December 14, 2023.** Naylor Act Notices. Offers required by the Naylor Act (Ed. Code § 17485, et seq.): The Naylor Act applies to real property that has been used entirely or partially for school playgrounds, playing fields, or other outdoor recreational uses and open-space land particularly suited for recreational purposes. The District must allow Naylor Act entities sixty days to respond to the offer. (Ed. Code § 17489(c).) **Final Day to Respond February 12, 2024.**

- **Anticipated February 13, 2024: Make written (by email) and published notices** pursuant to Government Code section 54222 and Education Code section 17464. Includes notices to the city, county, various state agencies, affordable housing entities, and school districts. Published notices, made over three weeks, are directed to various local and state agencies and public districts, state agencies, the federal government and nonprofit charitable corporations. (Ed. Code, § 17463.7(h).

  - If any of the above entities is interested in obtaining the property, it must notify the District within 60 days of the written notice or third published notice. Final day of notification period for Government Code section 54222 interested entities is **anticipated April 14, 2024.**
  - In the event of such notification, District must enter into good faith negotiations to determine a mutually satisfactory price. Government Code section 54222 entities have a good faith negotiation period of an additional 90 days following notification to District by the interested entity. Final day of negotiation period, **as anticipated, may be as late July 13, 2024.**
- **Anticipated February 13, 2024:** Notify the City planning agency regarding the proposed disposition. The planning agency has 40 days to respond with a finding of whether the disposition is consistent with the general plan. Final day for planning agency to respond with finding, otherwise is deemed to be consistent, is **anticipated March 25, 2023.**
- **Anticipated February 15, 2024.** Offer to Prior Owner. The governing board of a District that intends to sell surplus real property must also make efforts to notify the former owner from whom the District acquired the property 60 days in advance of the meeting at which the resolution will be considered. (Ed. Code § 17470.)
- **Anticipated February 15, 2024.** Notice to the California Department of Housing and Community Development (“HCD”). At least thirty (30) days prior to entering into a purchase and sale agreement, The District must submit to HCD a copy of the written determination that that the property is exempt surplus land.
- **Anticipated April 15, 2024.** Begin negotiations with private parties if waiver is approved.
- **Anticipated April 23, 2024. Documents Due April 8, 2024 (date dependent on completion of foregoing)\*.** Adopt Resolution of Intent to Sell. If the property remains unsold or unleased after the foregoing steps, the Board must declare its intention in a regular meeting to sell or lease the property prior to putting the property up to competitive bid unless it has obtained a waiver. The resolution must be adopted by a two-thirds vote of the Board. (Ed. Code § 17466.)
- **Published no later than May 6, 2024(date dependent on completion of foregoing)\*.** Public Notice. Unless the District has obtained a waiver, it must give public notice of the adoption of the resolution by posting copies of the resolution signed by the Board in three public places in the District at least 15 days before the meeting where the bids are opened, and by publishing the notice at least once per week for three successive weeks before the

meeting where the bids are opened in a newspaper of general circulation within the county in which the District is located. (Ed. Code § 17469.)

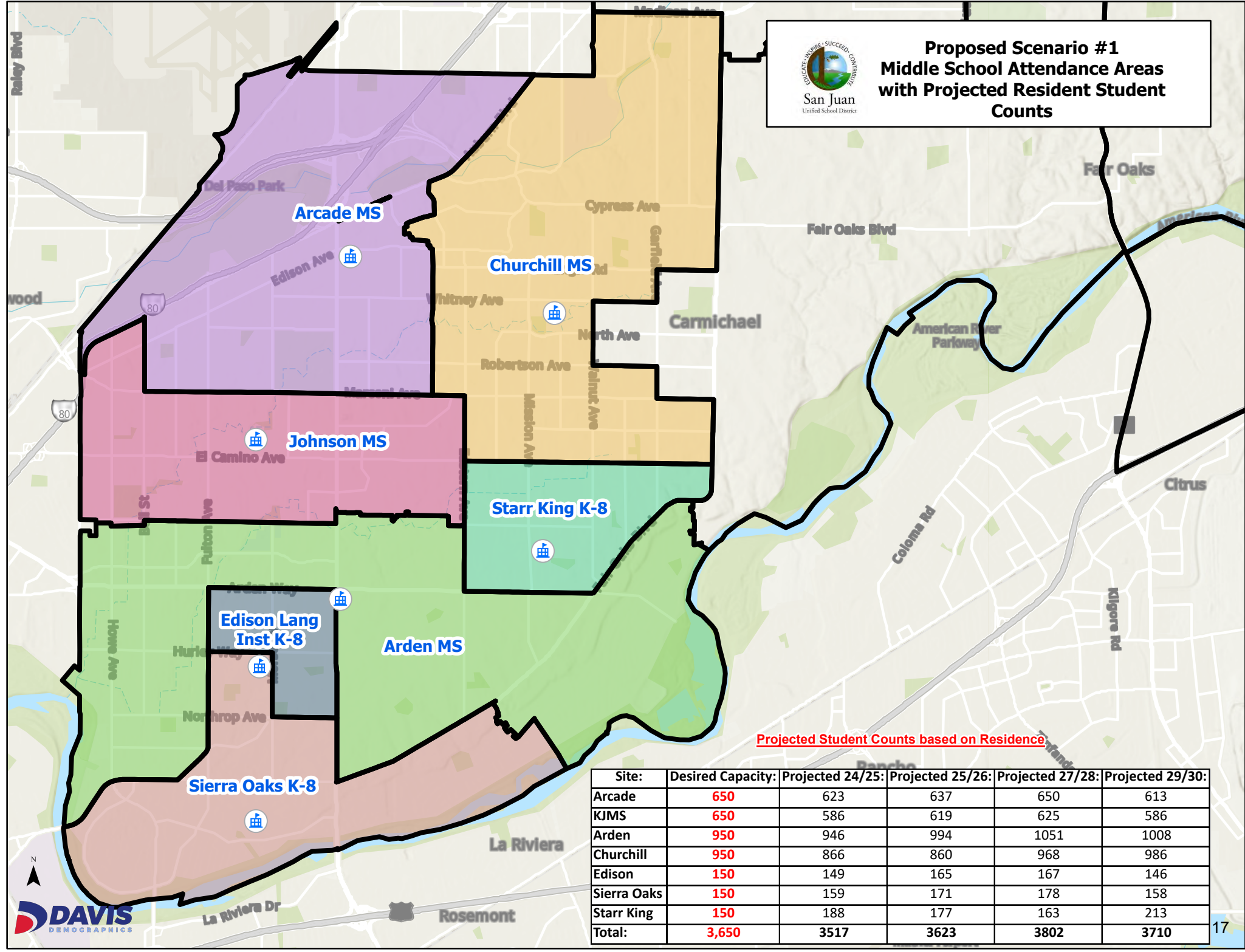
- **Anticipated May 28, 2023. Documents Due May 13, 2024 (date dependent on completion of foregoing)\*.** Meeting to Accept Bids and Sell Property. Unless the District has obtained a waiver, at the public Board meeting where the bids are opened (in open session), the Board must do the following (Ed. Code §§ 17472, 17473): Open, examine, and declare all sealed proposals which have been received by the Board. Call for oral bids. Either accept the highest responsible bid (after deducting the commission, if any) which conforms to all terms and conditions specified in the resolution of intention to sell or lease the property, or reject all bids.

\*If a waiver is granted, these requirements do not apply.





**Proposed Scenario #1  
Middle School Attendance Areas  
with Projected Resident Student  
Counts**

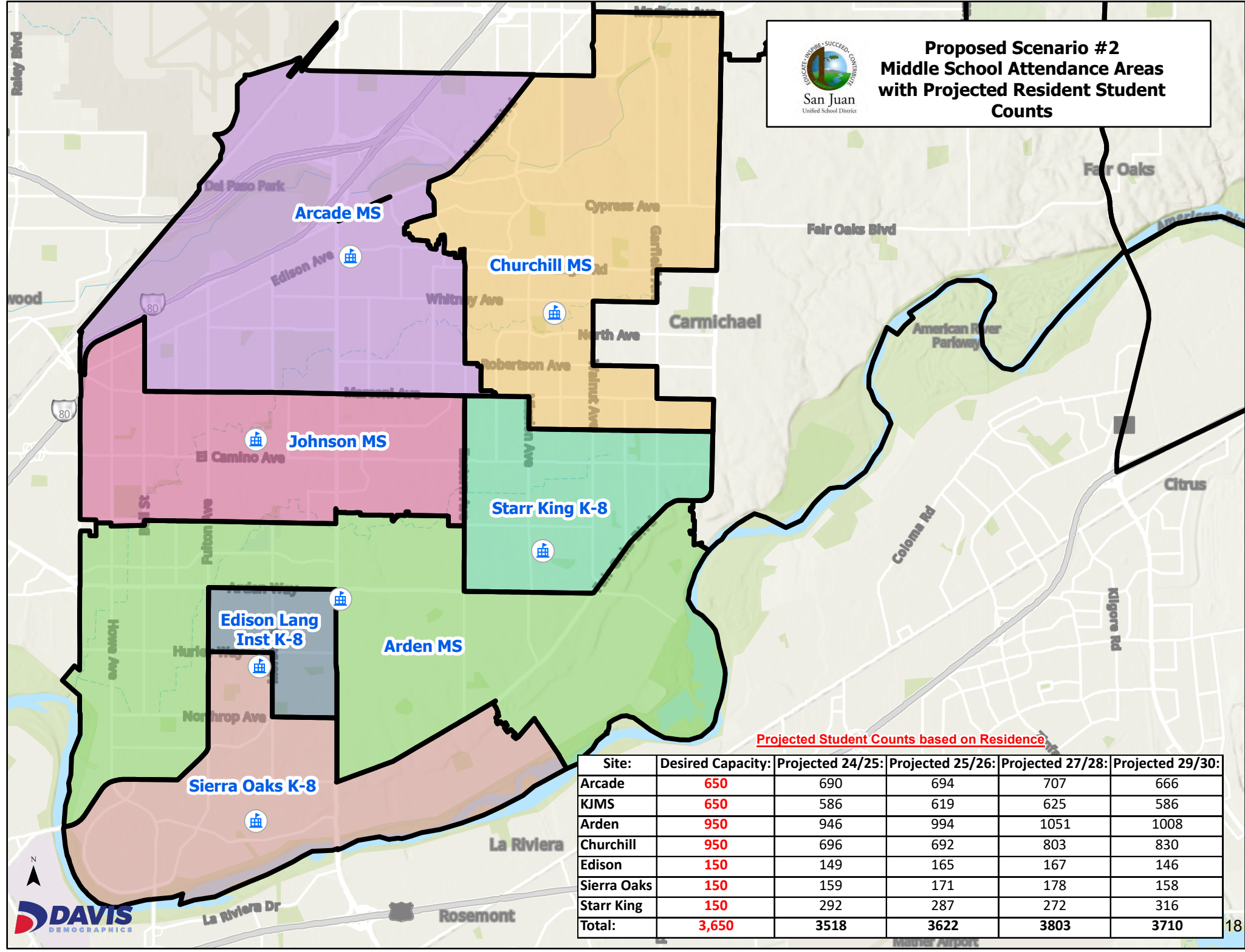


Projected Student Counts based on Residence

Site:	Desired Capacity:	Projected 24/25:	Projected 25/26:	Projected 27/28:	Projected 29/30:
Arcade	650	623	637	650	613
KJMS	650	586	619	625	586
Arden	950	946	994	1051	1008
Churchill	950	866	860	968	986
Edison	150	149	165	167	146
Sierra Oaks	150	159	171	178	158
Starr King	150	188	177	163	213
<b>Total:</b>	<b>3,650</b>	<b>3517</b>	<b>3623</b>	<b>3802</b>	<b>3710</b>



## Proposed Scenario #2 Middle School Attendance Areas with Projected Resident Student Counts



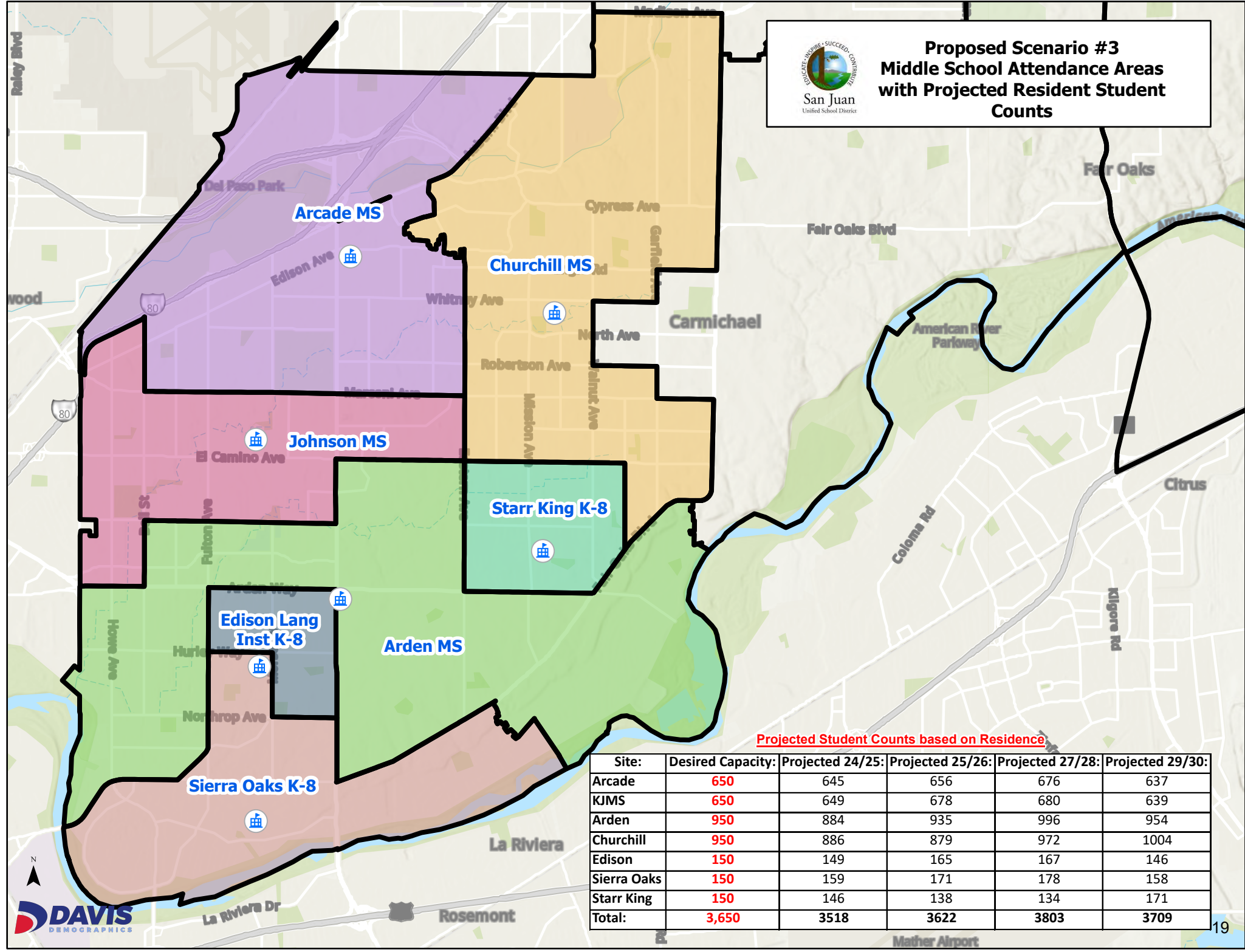
Projected Student Counts based on Residence

Site:	Desired Capacity:	Projected 24/25:	Projected 25/26:	Projected 27/28:	Projected 29/30:
Arcade	650	690	694	707	666
KJMS	650	586	619	625	586
Arden	950	946	994	1051	1008
Churchill	950	696	692	803	830
Edison	150	149	165	167	146
Sierra Oaks	150	159	171	178	158
Starr King	150	292	287	272	316
<b>Total:</b>	<b>3,650</b>	<b>3518</b>	<b>3622</b>	<b>3803</b>	<b>3710</b>





### Proposed Scenario #3 Middle School Attendance Areas with Projected Resident Student Counts



**Projected Student Counts based on Residence**

Site:	Desired Capacity:	Projected 24/25:	Projected 25/26:	Projected 27/28:	Projected 29/30:
Arcade	650	645	656	676	637
KJMS	650	649	678	680	639
Arden	950	884	935	996	954
Churchill	950	886	879	972	1004
Edison	150	149	165	167	146
Sierra Oaks	150	159	171	178	158
Starr King	150	146	138	134	171
<b>Total:</b>	<b>3,650</b>	<b>3518</b>	<b>3622</b>	<b>3803</b>	<b>3709</b>

2022 ESRI Community Profile Current Arcade Boundary		2022 ESRI Community Profile Arcade Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Arcade Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	Non-Boundary Site	White	49.5%	White	37.3%	-12.2%
Black		Black	10.2%	Black	13.1%	2.9%
American Indian		American Indian	1.3%	American Indian	1.0%	-0.3%
Asian		Asian	13.5%	Asian	21.5%	8.0%
Pacific Islander		Pacific Islander	0.8%	Pacific Islander	0.5%	-0.3%
Some other Race Alone		Some other Race Alone	9.6%	Filipino	0.5%	*
Two or More Races		Two or More Races	15.1%	Undefined	0.3%	*
*Hispanic Origin		*Hispanic Origin	20.3%	Asian Indian	0.2%	*
				Hispanic or Latino	25.6%	*

2022 ESRI Community Profile Current Arcade Boundary		2022 ESRI Community Profile Arcade Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Arcade Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	Non-Boundary Site	White	51.2%	White	40.0%	-11.2%
Black		Black	9.7%	Black	12.5%	2.8%
American Indian		American Indian	1.3%	American Indian	0.9%	-0.4%
Asian		Asian	13.1%	Asian	20.8%	7.7%
Pacific Islander		Pacific Islander	0.8%	Pacific Islander	0.5%	-0.3%
Some other Race Alone		Some other Race Alone	9.1%	Filipino	0.5%	*
Two or More Races		Two or More Races	14.9%	Undefined	0.3%	*
*Hispanic Origin		*Hispanic Origin	19.7%	Asian Indian	0.2%	*
				Hispanic or Latino	24.4%	*

2022 ESRI Community Profile Current Arcade Boundary		2022 ESRI Community Profile Arcade Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in Arcade Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	Non-Boundary Site	White	50.8%	White	39.9%	-10.9%
Black		Black	9.8%	Black	12.3%	2.5%
American Indian		American Indian	1.3%	American Indian	0.9%	-0.4%
Asian		Asian	13.2%	Asian	20.7%	7.5%
Pacific Islander		Pacific Islander	0.8%	Pacific Islander	0.5%	-0.3%
Some other Race Alone		Some other Race Alone	9.3%	Filipino	0.5%	*
Two or More Races		Two or More Races	14.9%	Undefined	0.3%	*
*Hispanic Origin		*Hispanic Origin	19.9%	Asian Indian	0.2%	*
				Hispanic or Latino	24.7%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.  
**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.

2022 ESRI Community Profile Current Arden Boundary		2022 ESRI Community Profile Arden Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Arden Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	77.0%	White	52.3%	White	36.7%	-15.6%
Black	1.4%	Black	10.9%	Black	14.9%	4.0%
American Indian	0.3%	American Indian	1.0%	American Indian	1.1%	0.1%
Asian	7.6%	Asian	12.3%	Asian	17.2%	4.9%
Pacific Islander	0.3%	Pacific Islander	0.7%	Pacific Islander	2.1%	1.4%
Some other Race Alone	2.4%	Some other Race Alone	9.4%	Filipino	0.4%	*
Two or More Races	11.0%	Two or More Races	13.4%	Asian Indian	1.0%	*
* Hispanic Origin	10.0%	*Hispanic Origin	19.7%	Hispanic or Latino	26.6%	*

2022 ESRI Community Profile Current Arden Boundary		2022 ESRI Community Profile Arden Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Arden Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	77.0%	White	52.3%	White	36.7%	-15.6%
Black	1.4%	Black	10.9%	Black	14.9%	4.0%
American Indian	0.3%	American Indian	1.0%	American Indian	1.0%	0.0%
Asian	7.6%	Asian	12.3%	Asian	17.2%	4.9%
Pacific Islander	0.3%	Pacific Islander	0.7%	Pacific Islander	2.1%	1.4%
Some other Race Alone	2.4%	Some other Race Alone	9.4%	Filipino	0.4%	*
Two or More Races	11.0%	Two or More Races	13.4%	Asian Indian	1.0%	*
*Hispanic Origin	10.0%	*Hispanic Origin	19.7%	Hispanic or Latino	26.6%	*

2022 ESRI Community Profile Current Arden Boundary		2022 ESRI Community Profile Arden Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in Arden Boundary, Scenario No.3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	77.0%	White	55.5%	White	40.3%	-15.2%
Black	1.4%	Black	10.2%	Black	14.4%	4.2%
American Indian	0.3%	American Indian	0.9%	American Indian	1.1%	0.2%
Asian	7.6%	Asian	11.4%	Asian	15.8%	4.4%
Pacific Islander	0.3%	Pacific Islander	0.6%	Pacific Islander	1.4%	0.8%
Some other Race Alone	2.4%	Some other Race Alone	8.4%	Filipino	0.6%	*
Two or More Races	11.0%	Two or More Races	13.1%	Asian Indian	1.0%	*
*Hispanic Origin	10.0%	*Hispanic Origin	18.4%	Hispanic or Latino	25.4%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.  
**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Churchill Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Churchill Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.6%	White	62.9%	White	50.4%	-12.5%
Black	7.1%	Black	7.0%	Black	11.4%	4.4%
American Indian	1.1%	American Indian	1.0%	American Indian	0.6%	-0.4%
Asian	8.4%	Asian	9.0%	Asian	15.7%	6.7%
Pacific Islander	0.6%	Pacific Islander	0.5%	Pacific Islander	1.1%	0.6%
Some other Race Alone	6.5%	Some other Race Alone	5.5%	Filipino	0.8%	*
Two or More Races	14.7%	Two or More Races	14.1%	Asian Indian	0.5%	*
*Hispanic Origin	16.7%	*Hispanic Origin	15.1%	Undefined	0.1%	*
				Hispanic or Latino	19.4%	*

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Churchill Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Churchill Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.6%	White	61.8%	White	49.4%	-12.4%
Black	7.1%	Black	7.2%	Black	11.5%	4.3%
American Indian	1.1%	American Indian	1.0%	American Indian	0.6%	-0.4%
Asian	8.4%	Asian	9.5%	Asian	15.2%	5.7%
Pacific Islander	0.6%	Pacific Islander	0.5%	Pacific Islander	1.0%	0.5%
Some other Race Alone	6.5%	Some other Race Alone	5.7%	Filipino	1.0%	*
Two or More Races	14.7%	Two or More Races	14.4%	Asian Indian	0.6%	*
*Hispanic Origin	16.7%	*Hispanic Origin	15.1%	Undefined	0.1%	*
				Hispanic or Latino	20.4%	*

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Churchill Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in Churchill Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.6%	White	61.9%	White	48.6%	-13.3%
Black	7.1%	Black	7.0%	Black	11.9%	4.9%
American Indian	1.1%	American Indian	0.9%	American Indian	0.7%	-0.2%
Asian	8.4%	Asian	9.5%	Asian	16.0%	6.5%
Pacific Islander	0.6%	Pacific Islander	0.6%	Pacific Islander	1.3%	0.7%
Some other Race Alone	6.5%	Some other Race Alone	5.7%	Filipino	0.9%	*
Two or More Races	14.7%	Two or More Races	14.4%	Asian Indian	0.5%	*
*Hispanic Origin	16.7%	*Hispanic Origin	15.0%	Undefined	0.1%	*
				Hispanic or Latino	20.0%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Edison Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Edison Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	49.4%	White	49.4%	White	25.6%	-23.8%
Black	8.9%	Black	8.9%	Black	16.0%	7.1%
American Indian	1.6%	American Indian	1.6%	Asian	12.2%	1.0%
Asian	11.2%	Asian	11.2%	Hispanic or Latino	46.2%	*
Pacific Islander	0.6%	Pacific Islander	0.6%			
Some other Race Alone	11.4%	Some other Race Alone	11.4%			
Two or More Races	16.9%	Two or More Races	16.9%			
*Hispanic Origin	25.7%	*Hispanic Origin	25.7%			

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Edison Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Edison Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	49.4%	White	49.4%	White	25.6%	-23.8%
Black	8.9%	Black	8.9%	Black	16.0%	7.1%
American Indian	1.6%	American Indian	1.6%	Asian	12.2%	1.0%
Asian	11.2%	Asian	11.2%	Hispanic or Latino	46.2%	*
Pacific Islander	0.6%	Pacific Islander	0.6%			
Some other Race Alone	11.4%	Some other Race Alone	11.4%			
Two or More Races	16.9%	Two or More Races	16.9%			
*Hispanic Origin	25.7%	*Hispanic Origin	25.7%			

2022 ESRI Community Profile Current Churchill Boundary		2022 ESRI Community Profile Edison Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in Edison Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	49.4%	White	49.4%	White	25.6%	-23.8%
Black	8.9%	Black	8.9%	Black	16.0%	7.1%
American Indian	1.6%	American Indian	1.6%	Asian	12.2%	1.0%
Asian	11.2%	Asian	11.2%	Hispanic or Latino	46.2%	*
Pacific Islander	0.6%	Pacific Islander	0.6%			
Some other Race Alone	11.4%	Some other Race Alone	11.4%			
Two or More Races	16.9%	Two or More Races	16.9%			
*Hispanic Origin	25.7%	*Hispanic Origin	25.7%			

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.  
**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.



2022 ESRI Community Profile Current KJ Boundary		2022 ESRI Community Profile KJ Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in KJ Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	41.3%	White	49.4%	White	37.2%	-12.2%
Black	13.2%	Black	8.7%	Black	10.8%	2.1%
American Indian	1.3%	American Indian	1.1%	American Indian	1.0%	-0.1%
Asian	15.7%	Asian	13.7%	Asian	18.4%	4.7%
Pacific Islander	0.8%	Pacific Islander	0.7%	Pacific Islander	1.2%	0.5%
Some other Race Alone	12.3%	Some other Race Alone	10.1%	Filipino	1.0%	*
Two or More Races	15.4%	Two or More Races	16.3%	Asian Indian	0.3%	*
*Hispanic Origin	23.6%	*Hispanic Origin	21.2%	Hispanic or Latino	30.1%	*

2022 ESRI Community Profile Current KJ Boundary		2022 ESRI Community Profile KJ Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in KJ Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	41.3%	White	49.4%	White	37.2%	-12.2%
Black	13.2%	Black	8.7%	Black	10.8%	2.1%
American Indian	1.3%	American Indian	1.1%	American Indian	1.0%	-0.1%
Asian	15.7%	Asian	13.7%	Asian	18.4%	4.7%
Pacific Islander	0.8%	Pacific Islander	0.7%	Pacific Islander	1.2%	0.5%
Some other Race Alone	12.3%	Some other Race Alone	10.1%	Filipino	1.0%	-9.1%
Two or More Races	15.4%	Two or More Races	16.3%	Asian Indian	0.3%	-16.0%
*Hispanic Origin	23.6%	*Hispanic Origin	21.2%	Hispanic or Latino	30.1%	*

2022 ESRI Community Profile Current KJ Boundary		2022 ESRI Community Profile KJ Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in KJ Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	41.3%	White	44.4%	White	32.2%	-12.2%
Black	13.2%	Black	9.9%	Black	11.6%	1.7%
American Indian	1.3%	American Indian	1.3%	American Indian	1.0%	-0.3%
Asian	15.7%	Asian	15.2%	Asian	20.3%	5.1%
Pacific Islander	0.8%	Pacific Islander	0.8%	Pacific Islander	2.2%	1.4%
Some other Race Alone	12.3%	Some other Race Alone	11.8%	Filipino	0.8%	-11.0%
Two or More Races	15.4%	Two or More Races	16.7%	Asian Indian	0.3%	-16.4%
*Hispanic Origin	23.6%	*Hispanic Origin	23.3%	Hispanic or Latino	31.6%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.



2022 ESRI Community Profile Current Sierra Oaks Boundary		2022 ESRI Community Profile Sierra Oaks Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Sierra Oaks Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	68.3%	White	68.3%	White	48.2%	-20.1%
Black	4.3%	Black	4.3%	Black	11.2%	6.9%
American Indian	0.7%	American Indian	0.7%	American Indian	0.6%	-0.1%
Asian	10.0%	Asian	10.0%	Asian	12.9%	2.9%
Pacific Islander	0.3%	Pacific Islander	0.3%	Pacific Islander	1.2%	0.9%
Some other Race Alone	4.9%	Some other Race Alone	4.9%	Filipino	2.4%	*
Two or More Races	11.6%	Two or More Races	11.6%	Asian Indian	1.8%	*
*Hispanic Origin	14.0%	*Hispanic Origin	14.0%	Hispanic or Latino	21.8%	*

2022 ESRI Community Profile Current Sierra Oaks Boundary		2022 ESRI Community Profile Sierra Oaks Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Sierra Oaks Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	68.3%	White	68.3%	White	48.2%	-20.1%
Black	4.3%	Black	4.3%	Black	11.2%	6.9%
American Indian	0.7%	American Indian	0.7%	American Indian	0.6%	-0.1%
Asian	10.0%	Asian	10.0%	Asian	12.9%	2.9%
Pacific Islander	0.3%	Pacific Islander	0.3%	Pacific Islander	1.2%	0.9%
Some other Race Alone	4.9%	Some other Race Alone	4.9%	Filipino	2.4%	*
Two or More Races	11.6%	Two or More Races	11.6%	Asian Indian	1.8%	*
*Hispanic Origin	14.0%	*Hispanic Origin	14.0%	Hispanic or Latino	21.8%	*

2022 ESRI Community Profile Current Sierra Oaks Boundary		2022 ESRI Community Profile Sierra Oaks Boundary Map Scenario No.3		Ethnicity Breakdown of 6-8 Students Residing in Sierra Oaks Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	68.3%	White	68.3%	White	48.2%	-20.1%
Black	4.3%	Black	4.3%	Black	11.2%	6.9%
American Indian	0.7%	American Indian	0.7%	American Indian	0.6%	-0.1%
Asian	10.0%	Asian	10.0%	Asian	12.9%	2.9%
Pacific Islander	0.3%	Pacific Islander	0.3%	Pacific Islander	1.2%	0.9%
Some other Race Alone	4.9%	Some other Race Alone	4.9%	Filipino	2.4%	*
Two or More Races	11.6%	Two or More Races	11.6%	Asian Indian	1.8%	*
*Hispanic Origin	14.0%	*Hispanic Origin	14.0%	Hispanic or Latino	21.8%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.  
**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.

2022 ESRI Community Profile Current Starr King Boundary		2022 ESRI Community Profile Starr King Boundary Map Scenario No. 1		Ethnicity Breakdown of 6-8 Students Residing in Starr King Boundary, Scenario No. 1		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.2%	White	68.5%	White	55.2%	-13.3%
Black	6.9%	Black	4.4%	Black	7.8%	3.4%
American Indian	0.9%	American Indian	0.6%	American Indian	0.5%	-0.1%
Asian	11.3%	Asian	8.2%	Asian	18.8%	10.6%
Pacific Islander	0.5%	Pacific Islander	0.7%	Pacific Islander	1.6%	0.9%
Some other Race Alone	5.5%	Some other Race Alone	4.6%	Filipino	0.5%	*
Two or More Races	13.7%	Two or More Races	13.0%			*
*Hispanic Origin	14.4%	*Hispanic Origin	13.2%	Hispanic or Latino	15.6%	*

2022 ESRI Community Profile Current Starr King Boundary		2022 ESRI Community Profile Starr King Boundary Map Scenario No. 2		Ethnicity Breakdown of 6-8 Students Residing in Starr King Boundary, Scenario No. 2		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.2%	White	66.6%	White	52.6%	-14.0%
Black	6.9%	Black	5.1%	Black	9.6%	4.5%
American Indian	0.9%	American Indian	0.7%	American Indian	0.3%	-0.4%
Asian	11.3%	Asian	8.4%	Asian	19.2%	10.8%
Pacific Islander	0.5%	Pacific Islander	0.7%	Pacific Islander	2.0%	1.3%
Some other Race Alone	5.5%	Some other Race Alone	5.1%	Filipino	0.3%	*
Two or More Races	13.7%	Two or More Races	13.5%			*
*Hispanic Origin	14.4%	*Hispanic Origin	14.2%	Hispanic or Latino	15.9%	*

2022 ESRI Community Profile Current Starr King Boundary		2022 ESRI Community Profile Starr King Boundary Map Scenario No. 3		Ethnicity Breakdown of 6-8 Students Residing in Starr King Boundary, Scenario No. 3		
Ethnicity	%	Ethnicity	%	Ethnicity	%	Difference
White	61.2%	White	70.4%	White	59.0%	-11.4%
Black	6.9%	Black	4.2%	Black	6.8%	2.6%
American Indian	0.9%	American Indian	0.7%	American Indian	*	*
Asian	11.3%	Asian	7.7%	Asian	19.3%	11.6%
Pacific Islander	0.5%	Pacific Islander	0.5%	Pacific Islander	1.2%	0.7%
Some other Race Alone	5.5%	Some other Race Alone	4.2%	Filipino	*	*
Two or More Races	13.7%	Two or More Races	12.4%			*
*Hispanic Origin	14.4%	*Hispanic Origin	13.5%	Hispanic or Latino	13.7%	*

\* **Data Note:** Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.  
**Source:** Esri forecasts for 2022 and 2027. U.S. Census Bureau 2010 and 2020 decennial Census data converted by Esri into 2020 geography.

# Facilities Committee Attendance Summary 2022-2023

Committee Members (Initials: board members)	09-06-2022	10-04-2022	11-01-2022	12-06-2022	01-03-2023	02-07-2023	03-07-2023	04-04-2023	05-02-2023	06-06-2023	
Maggie Cooper (ZC)	C A N C E L L E D		X	X	C A N C E L L E D	X	X		X		
Rachel Andrakowicz (TK)								X	X	X	
Steve Ward (SH)		X	X	X		X	X	X	X	X	
Ashley Freer (PV)		X	X	X		X	X	X		X	
Anderson Berry (BA)*		X		X		X	X		X		
Tina Cooper (PC)		X	X	X		X	X	X	X		
Lupita Alcala (PV)		X	X	X		X	X	X		X	
Melinda Avey (SH)**		X	X	X		X	X	X	X	X	
Fedros Yavrom (PC)		X	X	X		X	X	X		X	
Fred Latu (ZC)				X							
Murad "Moe" Sarama (Vacant)									X	X	X
Peter McKane (BA)											X

Board of Education / Appointees (Term Expires)

Pam Costa (12/24)

Saul Hernandez (12/24)

Paula Villescaz (12/24)

Zima Creason (12/26)

Ben Avey (12/26)

Vacant (12/26)

Tanya Kravchuk (12/26)

*Fedros Yavrom (12/23)*

*Steve Ward (12/24)*

*Lupita Alcala (12/23)*

*Maggie Cooper (12/23)*

*Anderson Berry\* (12/23)*

*Murad "Moe" Sarama (12/24)*

*Rachel Andrakowicz (12/24)*

*Tina Cooper (12/24)*

*Melinda Avey\*\* (12/24)*

*Ashley Freer (12/24)*

*Fred Latu (12/23)*

*Peter McKane (12/24)*

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**\*Chair**

**\*\*Assistant Chair**

**SAN JUAN UNIFIED SCHOOL DISTRICT  
TENTATIVE BOARD AGENDA ITEMS  
2022-2023**

**JUNE 13**

Public Hearing: LCAP – D	Tornatore
Public Hearing: LCAP/Choices Charter School – D	Ginter
Early Literacy Support Block Grant Annual Report – A	Townsend-Snider
Public Hearing: Adoption of the 2023-2024 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
*CIF Superintendent Designation of Representatives 2023-2024 – A	Schnepf
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider
*Community Advisory Committee for Special Education Bylaws – A [Discussed 05/23/23]	Allen

**JUNE 27**

California School Dashboard Local Indicators – R	Tornatore
LCAP – A [Public Hearing 06/13/23]	Tornatore
Choices Charter School California School Dashboard Local Indicators – R	Ginter
LCAP Choices Charter School – A [Public Hearing 06/13/23]	Ginter
Adoption of the 2023-2024 Budget – A [Public Hearing 06/13/23]	Stahlheber
*2022-2023 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2021-2022 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber
*CARES Act Budget Modification (ECE) – A	Townsend-Snider
*2023-2024 School Plan for Student Achievement (SPSAs) – A	Calvin

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