

## **Highlights: April 27, 2023**

### **Welcome/Announcements/Introductions**

Superintendent Melissa Bassanelli welcomed participants to the Superintendent's Parent Advisory Committee (SPAC) meeting and asked everyone to introduce themselves. Ms. Bassanelli introduced Amy Slavensky, the district's new interim deputy superintendent of schools and student support. She shared some of the many things that are happening throughout the district, including CAASPP testing, and the AVID Senior Celebration, Meraki student expo and You Light the Way celebration. Ms. Bassanelli acknowledged the sudden passing of Board Member Steve Miller. She noted that the board voted to hold a special election on November 7 for Area 7, which includes most of Citrus Heights.

### **Middle School Boundary Adjustments Update**

Frank Camarda, Chief Operations Officer; Brian Ginter, Director of Admissions and Family Services; and Raj Rai, Director of Communications, provided information regarding the middle school boundary adjustments that are being proposed for the west end of the district. Mr. Camarda explained that the western region of the district is seeing an increase in student population at all grade levels, which is expected to continue through 2027. The district is looking to build capacity to accommodate growth, decrease impacted school populations, and match projected student resident populations with the capacity of each school (including those that are in the process of being modernized). The goal of the boundary adjustments is to have resident boundary student counts match school capacities, provide neighborhood schools with improved walking distances and reduce transfer rates. The affected middle schools include Arden, Arcade, Katherine Johnson, Starr King and Winston Churchill. The elementary schools that feed into the affected middle schools include Cameron Ranch, Cottage, Del Dayo, Del Paso Manor, Dyer-Kelly, Greer, Howe, Mariemont, Pasadena and Whitney.

Mr. Camarda explained that a boundary committee, consisting of principals, facility planner, consultants and administration was formed and tasked with reviewing the west end data, developing the criteria for the new boundary maps, discussing a plan for legacy students (open enrollment), providing community outreach and preparing a recommendation to the board. The criteria used for map development looked at matching the projected student resident populations with the capacity of each school, looking at neighborhood proximity and accessibility to a school site, which included the safest routes, reasonable drive, walk and bicycling distances, keeping neighborhoods together and avoiding geographic barriers. Ms. Rai reviewed the initial feedback that was collected via ThoughtExchange. Key themes included boundary suggestions, enrollment, student needs, the International Baccalaureate program, transportation and safety. She noted that the proposed middle school boundary [maps](#) have been posted on the district website and a mass communication will be going out to families. Feedback sessions will be held at Greer and Dyer-Kelly, and a virtual session will be held in May 2023. The final recommendation/map should be presented to the board in early fall.

Brian Ginter reviewed the enrollment options. He noted that families with students who change grade levels, which forces a change in school, will automatically be assigned to the new boundary school. Families who do not wish to attend the new boundary school will need to participate in open enrollment for the 2024-2025 school year. Families with students entering a grade that does not force a change in school, and now have a new boundary school, will be able to be placed at the new boundary school prior to open enrollment or they can choose to do nothing and remain at the non-boundary school of

choice. Families will be notified of their resident school in November 2023. All families may participate in open enrollment as normal.

Q: If you live in a boundary that's changing but at a preferred school, do you have to open enroll?

A: No, if you got into your preferred school via open enrollment, you do not need to open enroll again to stay in the school.

Q: What if families don't have computers or access to other resources? How will they hear about the proposed changes?

A: The information will be available at school sites. The Family and Community Engagement (FACE) office will be doing some targeted outreach, and the enrollment staff will be visiting sites to help families once the maps have been adopted. Staff will also be leveraging the District English Learner Advisory Committee (DELAC) and other sources. In the fall, families with students who are matriculating to a new school will also receive a letter that identifies their home school.

Q: Was there a message that went to families?

A: All parents should have received several messages.

Q: How will parents know if their boundary has changed?

A: The district will continue to send letters to families who have students matriculating to the next school.

## **Two-Way Text and Mass Notification Vendor Update**

Raj Rai, Director of Communication, and Becca DeMos, Communication Specialist II, provided a brief update regarding the district's proposal to re-examine the communication process and functionality of the district and school websites. The communication team recently researched the communication practices and preferences of district staff, parents/guardians and students. Their key findings included a desire to have a two-way messaging system, streamline the communication process and create a more simplified web presence. The district has gone through the request for proposal (RFP) process for mass communication and two-way text vendors. The district has chosen to stay with Blackboard for mass communications. A decision on a two-way text option should be made soon. Communications will be going out to families explaining the new processes.

Q: Will there be a way to print the communication?

A: Yes, if it's on the website, there should be a way.

Q: Where is the app going to be located?

A: There will be multiple ways to access the app.

Q: Is there a way to put the app in Q?

A: We will need to check with the vendor.

Q: Will families be inundated with upgrades and add-ons?

A: Families should not receive those types of messages.

Q: Will the app be replacing email notifications?

A: No, some teachers may still opt to use emails.

## **Social Emotional Supports**

Chris Moran, Director of Multi-Tiered System of Supports and Tracie Locke, Lead Counselor, provided an overview of the social emotional supports that are available to students. District staff acknowledge that in order to ensure the academic success of our students, there must be support around social-emotional aspects. District supports include synergistic student services such as site-based school counselors, student support center counselors, academic intervention specialists, social workers, mental health clinicians and school psychologists. Student needs are evaluated using the following tiered support system approach.

- Tier 1 – Site-based counselors (college/career, academics, personal and social).
- Tier 2 – Targeted supports and interventions. Referrals are based on data and/or the Tier 1 intervention team, counselors, school social workers and factors such as attendance, academics, socioemotional behavior and personal/family.
- Tier 3 – Intensive supports and interventions (mental health services). Referrals to the White House Counseling Center, Student Support Center, special education educationally related mental health therapists, SCOE mental health clinicians, Care Solace, and other resources.

Ms. Locke reviewed the referral process, which begins with site-based and/or site-specific supports. Students and families can also submit a referral request by going to [www.sanjuan.edu/gethelp](http://www.sanjuan.edu/gethelp). The district has also set up a [Wellness Room](#) on the district website that is available to anyone.

Q: Do you have adequate language competencies?

A: Yes, we have bilingual staff members and have access to the language line if needed.

Q: Are student support centers on school sites or at hubs?

A: There are three hubs, but they are mostly located at sites.

Q: Is there a timetable for getting students from Tier 2 & 3 back to Tier 1?

A: Tier 2 has a short-term focus on targeted services and will have an end date.

Q: How does the mental health system keep information private?

A: Confidentiality and age consent are taken very seriously. Ethical standards are followed and evaluated regularly. Students over 12 have protected confidentiality, but all records are available to parents, as noted on the consent form. Staff feel strongly that supports need to be balanced and not done in isolation. The Family Educational Rights and Privacy Act (FERPA) guidelines are followed.

Q: Will funding still be available for schools that chose to support students with social workers?

A: Staff is closely monitoring the actions approved in the LCAP and seeing if some high impact action items, being funded with one-time funds, can be extended over the next few years. Staff is also integrating actions within the LCAP to provide more sustainability for some of the actions that are tied to the priority groups, which include low socioeconomic status, English learner, foster youth and homeless students.

Q: Is there any student outreach to see if students are comfortable with their school counselors?

A: There is not a lot of movability in elementary; however, some sites have pushed out surveys. The district also conducts an annual climate survey that is reviewed at sites.

Q: Could social workers be integrated as a Tier I support for secondary students?

A: This is something for the district to consider as it continues to build its support system.

Q: Are trainings available to the instructional assistants?

A: Yes, there are trainings available. Principals should have this information.

## **Site Safety Implementation Plan**

Superintendent Bassanelli shared that last year the board approved allocating \$10 million to address physical needs at school campuses, which required the district to do a deep dive study in terms of vulnerability on school campuses. Ms. Bassanelli introduced Frank Camarda, Chief Operations Officer and Trent Allen, Chief of Staff, who provided information regarding the study and the safety implementation planning process. Mr. Camarda shared that staff conducted detailed site assessments in August 2022. Their findings and proposed plan were reported to the board in January 2023, and then to other site and community stakeholders. Sites were prioritized based on vulnerability studies that looked at the surrounding community (crime levels, possible hazards, problem businesses, the perimeter of the campus - does it have a single point of entry or is it open) and the interior of the campus. He noted that one of the safety measures being implemented is fencing, which has been completed at 24 sites and is in progress at another 12 sites. The district hopes to have most of the fencing projects completed by the end of the 2025-2026 school year. Additional safety measures include purchasing 5,000 door locking blocks, installing or replacing door locking mechanisms for interior locking, installing front office electronic assess cameras and lock mechanisms, providing site-based training, and conducting a CCTV capability analysis for future upgrades.

Q: Are additional safety measures being implemented at the same time as fencing?

A: Yes, some measures such as the locking blocks will be implemented in conjunction with the fencing.

Q: Will sites still be available for use as emergency warming and cooling sites?

A: All sites are civic buildings and open for disaster preparedness. Staff works closely with county agencies; law enforcement has special access to all campuses.

Q: Will the sites that are not in the initial phase be out of luck if funding runs out?

A: The district will eventually get to all sites.

## **General Q&A**

Q: Does the K-5 expanded capacity include the addition of portables or just chairs?

A: Where there is enrollment growth on the west side of the district, capacity is built within the schools. There is not a need to add additional portables at this time, but it could be a possibility in the future.

## **Conclusion**

Superintendent Bassanelli thanked everyone for their time and for volunteering to be a SPAC representative this year.