

was the dedication of the elected school boards and the voters of the individual school districts and the administrators and staffs of the schools themselves. The school people were the ones who greeted the new students and their parents each year and who had to explain the reasons for the overcrowded schools, the need for new classrooms, and in some cases, the need for a whole new school. In spite of the difficulties, the message got across and the citizens rose to the occasion and voted for the bonds and the state-aid programs for borrowing, and sent the message to the legislature. The schools were built, the double sessions ended, the transportation problems improved, and the food services developed as needed with all these programs and their problems, culminating in the unusually fine school system that developed. The communities deserve the credit.

Growth in Average Daily Attendance

Growth in average daily attendance for the component districts of San Juan Unified, 1940-1960

<u>District</u>	<u>1940-41</u>	<u>1951-52</u>	<u>1958-59</u>	
Arcade	210	2,475	6,277	
Arden }	153 }	3,418	10,310	
Carmichael }	346 }			
Fair Oaks	216	692	1,351	
Orangevale	105	618	2,415	
Roberts	46	—	—	
Sylvan	328	1,050	2,661	
San Juan High	544	1,591	6,842	<u>1960-61</u>
Total Students	1,948	9,844	29,856	37,736

So in the years 1940-41 to 1951-52, the component districts increased by 7,896 students and during the next period of 1951-52 to the year of unification in 1960, the San Juan area schools increased from 9,844 in 1951-52 to 29,856 in 1958-59, a growth of 20,012 students. Two years later and after unification, the district had grown to 37,736 in ADA. This was a growth in three years of 7,880 students by 1960-61. So the growth over the 1940 to 1960 period was 35,788 students in average daily attendance (ADA).

Many people do not know that the average daily attendance figures are not the same as actual enrollment, that is, all the students enrolled in the total school system. ADA includes only those students present on the day that the count was made. Enrollment is always higher than attendance because of student absences due to medical appointments, illnesses and the like. So the ADA figure could be five percent less than the actual enrollment. Thus our total figures given above should be increased by about five percent, and space, including desks and teachers, was needed for about 39,623 students.

UNIFICATION: HOW IT OCCURRED AND THE FIRST YEARS

So far our story might indicate that unification occurred naturally and normally, but that was not the case. There was great pride in the independent school systems developed by each of our communities.

Part of the fear of the general proposal for unification, which was suggested at various times during the great growth period of the 1950s decade, was the loss of control by the local elementary

districts. They were now deeply in debt and yet were still overcrowded. Probably even more distressing was the general lack of funds for the operation of the new schools, lack of adequate transportation, custodial services and supplies. But the greatest and most pervasive problem was the lack of adequate salary schedules. These school systems had not been able to pay salary which their employees felt were necessary, adequate, fair, and competitive.

It took several years and three districtwide proposed unification elections to start the various possible solutions which were to help these elementary districts.

To look back now and see that unification has been able to improve the financial picture for the five elementary school districts, one needs to know that several factors played key roles in this major change. Now it is easy to forget that each school district was governed by an independent elected board of trustees. They, in turn, were guided and ruled by the education code of laws which governed their actions and proscribed their limits. They could not raise taxes. There were no special funds or agencies to which they could turn. There were maximums to the local tax rates, and the school boards had to operate within these limitations. In addition, these tax rates and the school districts themselves were often quite different. Some districts were wealthier than others. This wealth was measured by the assessed valuation of each district. They were not identical. This assessed valuation for tax purposes favored those districts which had large business concerns, factories, and other assessed wealth with perhaps fewer children than their neighbor district. For example, the Sacramento City Unified School District had a much more favorable taxable wealth base than any of the original San Juan districts. Newly graduating teachers from colleges would, of course, seek out the best paying jobs as would the other several classes of employees.

The high school districts in the state at that time were able to pay better salaries than the elementary school districts. There were different qualifications in terms of credentials and subjects; however the existing unified districts were able to develop salary schedules which paid not so much by level taught than by training required. School districts were beginning to realize that a competent elementary-grade teacher, for example, was to the overall school system as important as a qualified high-school history teacher. These attitudes did not change overnight, but the salary differences between the elementary-district teachers and high-school teachers were sufficient enough to raise questions about the possibility of a single salary schedule that covered all the variables of the elementary- and high-school teaching positions.

You will note from the previous growth data that the elementary districts closest to Sacramento City-Arden-Carmichael and Arcade-were the ones receiving the early growth boost in numbers of students. This early growth spurt, especially for Arcade, led to the first unification election which was held in 1949 and which failed in every elementary district except Arcade.

The idea of areawide unification was not then accepted and so the growth continued and, from the figures shown for 1949-50 to 1959-60, went from a little over 6,000 total students to over 29,000. That kind of pressure over the 10-year period opened the eyes of the earlier voters in the districts further out. Unification was again proposed to the voters as being the best solution for the extensive growth which, by 1957, had alerted the communities to the possibilities for better overall planning for needed new school locations, attendance areas for the four new high schools, the possibility of better salary schedules and transportation systems. You must remember that each of the elementary-school districts operated its own school bus system and so did the high school district. Some border areas would have buses from two or three elementary districts traveling the same roads that the high-school buses used on their routes.

These various pressures and the continued growth of each district, the building of more new schools, and especially the new high schools, changed the attitude of the voters and the parents of the several thousand new students. This seemed to indicate a readiness for a new district areawide vote on

unification. The second election was held December 2, 1957, and failed by 34 votes, which was such a small number that it was decided to hold another election in 1959. That unification election was successful and the San Juan Unified School District was established to become operational on July 1, 1960.

For historical purposes, we want to list the results of the three unification elections. The first two failed but the third passed strongly so San Juan Unified School District became a reality as of July 1, 1960. The first unification election failed in 1949. The second unification election was held on December 3, 1957; of approximately 14,000 registered voters, 5,870 voters turned out and unification failed by 34 votes. After this narrow defeat, the trustees of the San Juan Union High School District adopted Resolution No. 30 dated June 8, 1958, which stated their support of...

...the concept of unification in general, and the total unification of the San Juan Union High School District in particular, and further urgently solicits the support and approval of the Boards of Trustees of the five elementary school districts within the boundaries of the San Juan Union High School District, to petition the Sacramento County Committee on School District Organization to consider this proposal and process it for recommendation to the State Board of Education for approval....

(See Appendix H - for complete text of this resolution)

Discussions re Pros and Cons of Unification Before the Final Vote

The minutes of the June 10, 1958, meeting held at La Sierra High School and attended by the governing boards of the Arcade, Arden-Carmichael, Fair Oaks, Orangevale, Sylvan, and San Juan districts presented the opinions of the spokespersons for the six districts. All but the Arden-Carmichael district representatives favored the proposal to bring the matter of unification to a vote in the fall of 1958 and to actively participate with the Augmented Committee on School District Organization. See Appendix I for the complete minutes of the meeting and the reasons for Arden-Carmichael's vote.

The third election was held on March 24, 1959, and after many interdistrict and districtwide discussions, 15.92% of the 53,000 registered voters turned out, with 5,813 favoring unification and 2,624 opposing it.

The Schools of the New San Juan Unified District

The word unify, when used in connection with school districts, generally means a merging of the elementary and high school programs so the San Juan Unified School District is now the product of the five elementary school systems and the San Juan Union High School District. We have told you about the eight and finally five elementary school systems and one high school system which were joined by the vote in 1959 to form the San Juan Unified School District as of July 1, 1960, to become one of the largest, if not the largest, non-city school district in California.

The merger of the elementary and secondary schools, which comprised the new unified district within the boundaries of the high school district (See Appendix J), included the following individual school locations and campuses.

The administration building was located at the high school's administration facilities at 3738 Walnut Avenue in Carmichael. These facilities included an administration building, a bus garage including repair facilities, bus parking area, an extensive central library, print shop, and warehouse for school supplies and food products.

The high schools available for the unified district and the year they opened were:

1. Bella Vista on Madison Avenue in Fair Oaks (1960)
2. El Camino on Eastern Avenue in the Arden area (1950)
3. Encina on Bell Street in the Arcade area (1958)
4. La Sierra on Gibbons Drive in Carmichael (1955) (Closed in 1983; sold to Sacramento County and opened as Community Center)
5. Mira Loma on Edison Avenue in the Arcade area (1960)
6. San Juan on Greenback Lane in Citrus Heights (1913)

A listing of high school principals from 1913 to the present (2000) is included in Appendix K.

The elementary schools listed in the 1960-61 county schools directory and their original districts and the year opened were as follows:

1. Arcade School on Edison Avenue near Watt Ave.(moved to present site 1923) Arcade (1885)
2. Arden School was on Watt Avenue at Arden Way Arden (1914)
3. Arlington Heights School on Trenton Way Sylvan (1958)
4. Barrett (John) School on Barrett Road between Lincoln Ave.and Winding Way
..... Arden-Carmichael (1957)
5. Carmichael School on Sutter Ave. at California Ave. Carmichael (1916)
6. Central Ave. School on Beech Ave. (renamed Thomas Coleman in 1974)..... Orangevale (1957)
7. Citrus Heights School on Auburn Blvd. Sylvan (1958)
8. Cottage School on Morse Ave. Arden-Carmichael (1954)
9. Cowan (James R.) School on Bercerra Way Arcade (1959)
10. Creekside School on Kent Drive Arcade (1953)
11. Del Paso Manor School on Maryal Drive Arcade (1950)
12. Deterding (Mary A.) School on Stanley Ave. Arden-Carmichael (1953)
13. Dewey (Harry) School, Falcon Road Arden-Carmichael (1956)
14. Dyer-Kelly School on Edison Ave. Arcade (1949)
15. Eastern Ave. School on Eastern Ave. (closed in 1974; opened as adult education center
which was relocated to Winterstein in 1981; sold in 1983) Arden-Carmichael (1954)
16. Edison (Thomas) School on Dom Way Arden-Carmichael (1956)
17. Fair Oaks School on Fair Oaks Blvd at Winding Way Fair Oaks (1898)
18. Garfield School at Garfield Avenue and Engle Road Arden-Carmichael (1953)
19. Grand Oaks School on Grand Oaks Blvd. Sylvan (1959)
20. Green Oaks School on Filbert Ave. Orangevale (1960)
21. Greer School on Hurley Way Arden (1950)
22. Holst (John) School on Bannister Road Fair Oaks (1953)
23. Howe Ave. School on Howe Ave. south of El Camino Ave..... Arcade (1951)
24. Kelly (Thomas) School on Moraga Drive Arden-Carmichael (1960)
25. Kenneth Ave. School on Kenneth Ave. (closed in 1981; reopened as media enter;
reopened as school in 1997)..... Arcade (1959)
26. LeGette (Earl) on Kenneth Ave, south of Sunset Ave. Fair Oaks (1958)
27. Littlejohn (Leighton) School on Kermit Lane east of Dewey Drive Sylvan (1957)
28. Marconi Ave. School on Marconi Avenue (closed in 1964; became El Escalon Continuation
High School & Marconi Technical Center with the former combining with and moving
to La Entrada (Hemlock site) and the latter moving to Encina in 1983; Marconi site
sold/demolished) Arcade (1953)
29. Mariemont School on Corta Way Arden-Carmichael (1953)

- 30 Mariposa Ave. School on Mariposa Ave. Sylvan (1949)
31. Marshall (Marvin) School on Kenneth Ave. (closed in 1981 and reopened as a preschool center) Carmichael (1949)
32. Mission Ave. School on Mission Avenue at Marconi Ave. Arcade (1953)
33. Mitchell (Billy) School on Laurelwood Way Arden-Carmichael (1960)
34. Northridge School on Cocoa Palm Way east of Fair Oaks Blvd. Fair Oaks (1958)
35. Oak Ave. on Sunrise Blvd. at Oak Ave. (renamed Sunrise School in 1972) Sylvan (1952)
36. Oakview School on Beech Ave. Orangevale (1959)
37. Orange Grove School on Orange Grove Ave. (closed in 1981 and reopened as school for handicapped adults) Arcade (1956)
38. Orangevale School on Filbert Ave. Orangevale (1890)
39. Palisades School on Lake Natoma Drive (closed in 2000 and reopened as an early childhood education center) Orangevale (1959)
40. Pasadena Ave. School on Pasadena Ave. Arcade (1960)
41. Pope Ave. School on Pope Avenue (closed 1981; sold/demolished 1983) Arcade (1951)
42. Roberts School on Illinois Ave. Orangevale (1883)
43. Ruff (Laurel) School on Hemlock Ave.(now on Garfield Ave.1963) Arden-Carmichael (1953)
44. Salk (Jonas) School on Hurley Way Arden-Carmichael (1959)
45. Sierra Oaks School on Mills Road Arden-Carmichael (1960)
46. Skycrest School on Mariposa Ave. Sylvan (1959)
47. Starr King School on Cottage Way Arden-Carmichael (1956)
48. Starr King Exceptional School on Cottage Way (renamed Ralph Richardson Center in 1990) Arden-Carmichael (1956)
49. Sylvan School on Auburn Blvd. Sylvan (1862-63)
50. Twin Lakes School on Twin Lakes Avenue (now on Main Ave) Orangevale (1956)
51. Whitney Ave. School on Whitney Ave. at Eastern Ave. Arcade (1955)
52. Winterstein (Herbert) School on Morse Ave. (closed in 1981 and opened as adult education center) Arden-Carmichael (1953)
53. Wright (Orville) School on St. Marks Way (closed 1981; sold 1984) ... Arden-Carmichael (1955)
54. Wyda Way School on Wyda Way near Arden Way (closed 1969; sold 1977) Arcade (1957)

So these 54 elementary schools and six high schools became the basis of the new San Juan Unified School District.

A record of elementary and middle schools and the principals assigned to them from unification in 1960 to the present (2000) is included in Appendix L. You will also notice that a number of schools are named for people. Appendix M provides information about these people.

Now several of these elementary schools had special rooms and teachers for physically and mentally handicapped children. The extensive programs and financial assistance for children with special needs, both mental and physical, were just beginning to be made available for school districts like San Juan. For the next 10 plus years, special rooms, facilities, and schools were designed and/or remodeled to accommodate these special facility programs.

It should be mentioned in our history that Carmichael District and then Arden-Carmichael District became statewide leaders in the development of special schools for the mentally- and physically-handicapped students. Facilities for the handicapped had not been required in earlier years. The general public was not always aware of the extent and numbers of students in the communities who had special needs. This meant more than just blind or deaf students but all those with other serious physical handicaps and the actually sizeable number of students with mental handicaps who ranged over a spread from

serious mental handicaps to those who were mildly retarded. Many Carmichael area residents and other local people became a group that worked closely with the California legislature in developing laws for the funds and special facilities that were needed statewide.

There were about 10 years—approximately 1949-50 to 1959-60—in which the pro’s and con’s of the value of unification as opposed to the value of being independent elementary school districts were debated.

The communities felt that this idea of the school districts merging together would contribute to a sure loss of their independence as a political unit. As far as the general management of the school systems, this was true but when unification became a reality, it was learned that each individual school in the school system was somewhat free to determine its own program. None was joined in a lockstep program. Each elementary and secondary school had its own principal, staff, and teachers. Programs of educational change for better schools could continue, whether for gifted, for retarded, for regular classes, for music, for art. In fact, many of the schools felt they had been unusually successful with many special areas of education. And as one knows, there were and are always special areas for individual success in our many school communities. So in spite of some negative issues and areas, the schools under unification continued on with little or no disruption. The faculty and administration were the same as before unification for each individual school and, as noted, there were by 1959-60 six high schools at various locations in the district and 55 elementary schools which also included some seventh and eighth grade centers (now called middle schools) and several special education centers.

The Unified District’s Board of Education

Unification did, however, require some other changes. On June 30, 1959, there was an election to select five citizens from 44 applicants to serve as members of the board of education of the unified district.

The election of these new school board members was from a sizeable slate which shows the tremendous interest in serving on the new school district board. The following is a list of citizens who were seeking election to the first board which was voted on June 30, 1959:

<u>Candidate</u>	<u>Area Represented</u>	<u>Profession</u>
William W. Applegate (A)	Sacramento	Drayage company owner
Robert L. Birchfield	Sacramento	Highlands High School teacher
Harvey B. Black	Sacramento	Sacramento City math teacher
Dr. Martin R Brittan	Sacramento	Associate professor , state college
George E. Champie	Sacramento	Junior college math instructor
J. Howard Claypool	Citrus Heights	Engineering draftsman, Signal Depot
Gladys O. Coon	Orangevale	Librarian
Evan W. Davies	Sacramento	County claims auditor
R. H. “Mike” Dow	Orangevale	Engineer
Victor Essert	Sacramento	Grant Union School District Teacher
John H. Fabretti (A)	Sacramento	2nd Vice Pres., Cal-Western Insurance
Guy Fairchild	Sacramento	Hydraulic engineer
Jesse E. Fluharty	Sacramento	Attorney
Elvin L. Funder	Sacramento	State tax collection chief
Alvin Groupe, MD	Sacramento	Physician/surgeon
Mark Henderson	Sacramento	Real estate broker
Joseph S. Heston, Jr. (A) Elected	Sacramento	Asst. general counsel, Cal-Western Ins.

Ralph R. Hinsey (A)	Fair Oaks	Income properties
Richard H Hoffelt	Sacramento	Attorney
Ed Huber	Citrus Heights	Jewelry store manager
Jack C. Jorgensen	Sacramento	Civil engineer
William O. Keas, Jr.	Sacramento	Mechanical engineer
Chester Kilpatrick Jr., MD	Carmichael	Physician/surgeon
Lawrence E. Koehler	Sacramento	Adult education consultant
Robert L. Kopf	Sacramento	Analyst, McClellan Field
Dr. Robert L. Livezei	Sacramento	Scientist
Douglas Michell	Sacramento	Assist. professor, state college
Richard E. "Dick" Miller	Sacramento	Digital computer operator, McClellan
Edward R. Muth	Fair Oaks	Fireman
Phyllis L. Nikkel	Sacramento	Housewife
Kenneth E. Overholt, MD (B)	Orangevale	Physician
Walter T. Petty	Sacramento	Teacher, state college
Colvin K. Rilenge	Orangevale	Engineer, Aerojet-General
Allyn W. Schoen	Sacramento	Zone manager
R. W. Schuettge	Fair Oaks	Financial manager/Polaris Program, Aerojet
Cecil C. Shubert	Citrus Heights	Aerojet-General
Owen S. Stewart	Carmichael	Instructor, American River Junior College
Mrs. Elna Trimble	Sacramento	Housewife
C. Ray Varley	Sacramento	Construction analyst, state department
Jack W. Watson	Fair Oaks	Teacher, Sacramento City Unified
Peter K. White	Sacramento	Pacific Cement & Aggregate Co
Fenton L. Williams, Jr.	Sacramento	8th Gr. teacher, Sacramento City Unified
Gus J. Winberg (C)	Carmichael	Civil engineer
Harold W. Wrenn (A)	Sacramento	Personnel Office, McClellan Field

F. Clifford Thompson

(A) Elected, (B) Appointed, (C) Elected but resigned

We need to remember that there were a lot of experienced board members. Each of the five elementary districts had five board members, as did the high school district, thus there were a total of 30 existing board members.

Members of the component school district boards served out their terms to July 1, 1960, the first official day of operation for the new unified school district. This meant that the boards of the five elementary schools districts and the one high school district were finished and that a newly-elected unified district board would take over. This major change in board members went smoothly.

In every case the board of education was composed of men who had previously served in one of the component districts. The first board members of the unified district began work in 1959 to make the transition smooth for the first years of unification; they were:

<u>Name</u>	<u>Term</u>	<u>Trustee of Former District</u>
William W. Applegate	1959-61	Arden-Carmichael
John H. Fabretti	1959-63	Arcade
Ralph R. Hinsey	1959-63	San Juan High

Kenneth E. Overholt, MD	1959-63	San Juan High
*Gus Winberg	1959 (resigned 12/29/59)	Arden-Carmichael
*F. Clifford Thompson	1960-61	San Juan High

Mr. Thompson was appointed to fill Mr. Winberg's unexpired term.

During the first year, the board changed because two of the first board members had finished their terms. In 1961, the board was composed of:

Ralph R. Hinsey, clerk	1959-63
John H. Fabretti	1959-63
Hernley L. Madeira	1961-65
Kenneth E. Overholt, MD	1959-63
Harold W. Wrenn	1961-65

See Appendix N for the school board members elected from 1959-60 through 1999-2000.

The new unified board would have to consider where to place all these employees since all retained the same employment rights that they had in their separate districts. The superintendent, assistant superintendents, and other central office certificated personnel were guaranteed employment for two years depending on existing contracts.

Classified employees would continue in their present status for at least one year after the establishment of the new unified school district. However, all employees were subject to a reasonable reassignment of duties by the governing board of the new unified district.

The Unified District's First Superintendent

The school board members of the newly unified district were of the opinion that they should seek out as its superintendent someone who had previous experience in a unified district where the elementary and secondary schools were administered by one board and one superintendent. They chose Ferd. J. Kiesel, Ph.D., for this important position. Dr. Kiesel had served in two unified districts previously, Mt. Diablo in the Bay Area and Fontana in southern California. In addition, Dr. Kiesel also had some experience in Sacramento County, having served in the Galt Joint Union Elementary School District.

He was a man of ingenuity and vision and a gentle man who moved mountains. He was the ultimate educator, the leader of leaders. He built on the diversity of ideas and people to create a dynamic, cohesive, harmonious staff. Not only did he unify the six component districts into San Juan Unified, but in 1971 he brought seven California professional administrators' organizations together into one, the Association of California School Administrators (ACSA), which is the largest of its kind in the United States.

After he was appointed in 1959, he eagerly and quickly stepped right in. He chose his top staff members from the available administrators and got San Juan off to an excellent start.

Two examples of his innovation: After the district had been in operation for several years, he enlisted the assistance of the top-level managers from major businesses in the Sacramento community to review the district's operations in all areas personnel, food services, buildings and grounds maintenance, transportation, accounting and budgeting, to name a few to ensure that the district was conducting its business efficiently and effectively and to get ideas for improvement. The district's report card: San Juan was doing just fine!



Photo 15 - Ferd. J. Kiesel, the unified district's first superintendent, 1959 - 1976.

Then he gathered together nine other districts in the state, each of which was planning to build a high school, and he got them to agree on plans, specifications, and materials. The project was bid so that the districts could combine their buying power to get the schools constructed at the lowest price possible. Dr. Kiesel was instrumental in getting the wrinkles ironed out and in the San Juan district Casa Roble High School was the result in 1966.

Dr. Kiesel stayed with San Juan for the remainder of his career, retiring in 1976 after 17 successful years. After his retirement, he served as a member of the Sacramento County Board of Education, until he passed away in January 1988. ACSA named a prestigious award in his memory and in April 1989, the performing arts center at Mesa Verde High School was named in his memory.

Assignments of Component Districts' Former Administrators

Among the factors which led to the early success of the new San Juan Unified School District was the fact that there was little or no change felt in the schools themselves. The teachers and principals continued from the previous year. The students went to the same school they had previously attended, except where new schools were opened and some attendance boundaries were changed.

It was in the new administrative staff and the central headquarters where there were new jobs and larger responsibilities, but here also the new school board and superintendent had excellent and experienced staff from whom to select for senior staff positions. All previously employed administrators were required to be re-employed in similar or suitable positions of administrative or supervisory responsibility. These assignments were made by the new superintendent with the approval of the new school board. There may have been some disappointment but the following list shows the senior employees of the new unified district who had previously held the top or senior positions in the component districts and new hires as of 1961-62:

<u>Name</u>	<u>New Title</u>	<u>District of Former Employment</u>
Virgil Allread	Supply & Attendance Officer	Fair Oaks
Daniel Backman	Coordinator of Music	Arden-Carmichael
Joseph Barry	Director of Food Services	San Juan
Robert Binns	Assistant Superintendent	San Juan
Alfred Bloch	Coordinator of Applied Arts	—
Thomas Coleman	Director of Education & Instructional Materials	Orangevale
James R. Cowan	Assistant Superintendent, Business	Arcade
Wm. Cunningham	Assistant Superintendent, Personnel	—
Agnes Duryea	General Coordinator, Audio Visual	Arcade
Marion Faustman	General Coordinator, Gifted	Orangevale
Joseph Ferreira	Director of Research, Consult. in Programs for Gifted	Arcade
Chilant Frenzell	Director of Special Education	Arden-Carmichael
Julia Gonsalves	General Coordinator	Orangevale
Mackenzie Goold	Director of Adult Education	San Juan
Stanley Goulard	Director of Certificated Personnel	Arcade
Marion Huber	Director of Summer School & General Coordinator	Arcade
Violet Isenberg	General Coordinator, Instructional Materials	Arden-Carmichael
Erle Johnson	Coordinator of Athletics	Arden-Carmichael
Ferd J. Kiesel	Superintendent of Schools	—
Stanley McVicker	Acting Coordinator of Math & Science	—
Robert Michell	Business Manager & Purchasing Agent	Arcade
Myrle Miner	Coordinator of Language Arts & Social Studies	San Juan

Basil B. Nichols	Director of School Construction	Sylvan
George Palmer	Director of Accounting Services	San Juan
Adele Pino	Coordinator of Nurses	Arcade
Idell Reams	Consultant in Music	Arcade
Donald Rucker	Director of School-Community Relations	Orangevale
Paul Rued	Director of Transportation & Safety	San Juan
Ellis "Park" Schuler	Director of Maintenance & Operation	Arcade
William Stadelman	Director of Classified Personnel	Arcade
William Stoner	Director of Guidance	San Juan
Lester Swartz	Director of School Plant Planning	San Juan
Herb Winterstein	Director of Auxiliary Personnel Services	Arden-Carmichael
James Winthers	Director of P.E., Athletics & Recreation	Arcade

This list does not include the names of the many other senior employees of the component districts who were all reassigned to similar or closely related positions in the new district.

Of the former superintendents, only one was not employed by San Juan Unified. That was J. Roland Ingraham who was the superintendent of the San Juan Union High School District and had options elsewhere. He had been the superintendent of the high school district starting in 1958 when William T. Mooney retired from that position after a lengthy career there which started in 1923. Arden-Carmichael's superintendent, W. Del Walker, served briefly after unification as assistant superintendent of buildings and grounds before taking a superintendency in another state. See Appendix O for district administrators and superintendents from 1940 to present.

It is important to realize that San Juan Unified inherited an experienced, capable administrative staff from the component districts. The continuing rapid growth of the component parts of this new district meant that all former employees were needed, even though the laws dealing with newly formed unified districts required the district to employ all previous employees. Thus there was little disappointment in the necessary reassignments; everyone was needed.

Certificated & Classified Employees

Upon unification, the component districts had sufficient employees with which to staff all the new and old schools in the San Juan area. Fortunately, many of these teachers and classified employees considered their employment as a school district employee to be a lifetime occupation. San Juan Unified inherited all long-time employees of the component districts. If the teachers had three years of service in one of the component districts, they were eligible for tenure which was permanent employment in the unified district. They could not be dismissed without serious reason. The new unified district thus inherited all employees who had gained permanence in any of the component districts and, as far as is known, all probationary employees were re-employed.

The First Years

San Juan Unified has been one of the most successful large school districts in California. How did this happen? School districts elsewhere are often known for their difficulties, their squabbles, their stresses, and weaknesses. Has San Juan had problems? Yes, of course, but none was serious enough to weaken the high regard held for its school programs and many successes and honors won by individual school programs and its students, teachers, and staff.

The first few years were years of steady growth and of organization and reorganization as the problems of newness and growth came to the forefront. We must remember that the first, second, and