

Detail Information of Contracts over \$25,000

(Does Not Include Non-Public School Contracts or Supplemental Education Services Contracts)

2011-12 Requisitions Charged to 5100/5800 - Restricted (SACS Resource 3000-9999) - As of December 22, 2011 - \$25,000+

Attachment A

Requisition Date	Total Amount	Amount Reduced in 11-12	Eliminated or Reduced in 12-13	Initiator	Vendor	Location	Comment	Purpose	Expected Outcomes	Measurement	Alignment to Strategic Plan
After School and Youth Development Programs											
26	10/20/2011 - Annual	\$3,013,980		Stacey Bell	CITY OF SACRAMENTO START	Sacramento, CA	Sacramento Start Program - Fiscal Responsibility in 2011-12 (27 sites)	After School Education & Safety Program (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
27	9/1/2011 - Annual	\$1,005,495		Stacey Bell	SACRAMENTO CHINESE COMMUNITY	Sacramento, CA	Youth Development/After School Program-RFP in 2011-12 - Serving students at F. Bacon, R. Parks, WC Wood, J. Bidwell, Maple, C. Chavez, Pacific, Nicholas, J. Still, CP Huntington	After School Safety & Enrichment for Teens (ASSETS) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
28	9/1/2011 - Annual	\$614,500		Stacey Bell	TARGET EXCELLENCE PROGRAM	Sacramento, CA	Youth Development Services - RFP in 2011-12 - Serving A. Einstein, R. Parks, C. Chavez	After School Education & Safety Program (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
29	9/2/2011 - Annual	\$495,000		Stacey Bell	SACRAMENTO CHINESE COMMUNITY	Sacramento, CA	Youth Development/After School Program-RFP in 2011-12 - Serving students at J. Kennedy, W. Campus and H. Johnson	After School Safety & Enrichment for Teens (ASSETS) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
30	9/14/2011 - Annual	\$286,981		Stacey Bell	THINK TOGETHER	Santa Ana, CA	Youth Development After School Program, Awarded through 11-12 RFP Process, serving Harkness, Woodbine and Kit Carson	After School Education and Safety (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
31	10/20/2011 - Annual	\$200,000		Stacey Bell	CITY OF SACRAMENTO - BELLE COOLEEDGE COMMUNITY CENTER	Sacramento, CA	Youth Development/After School Program Awarded in RFP in 2011-12 at John Still and Sam Brannan	After School Education and Safety (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
32	8/15/2011 - Annual	\$170,000		Stacey Bell	CITY OF SACRAMENTO - PARKS & RECREATION	Sacramento, CA	Youth Development/After School Program Awarded in RFP in 2011-12 at CKM & GWC	After School Safety & Enrichment for Teens (ASSETS) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
33	9/7/2011 - Annual	\$162,000		Stacey Bell	BOYS AND GIRLS CLUB OF SACRAMENTO	Sacramento, CA	Youth Development After School Program - Awarded through RFP Process in 11-12 - Serving Jed Smith & Edward Kemble	After School Education & Safety Program (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
34	9/1/2011 - Annual	\$126,998		Stacey Bell	CITY OF SACRAMENTO START	Sacramento, CA	Sacramento Start Program - Summer supplemental programming	After School Education & Safety Program (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
35	8/23/2011 - Annual	\$95,180		Stacey Bell	CLUB Z TUTORING SERVICES	Elk Grove, CA	Youth Development After School Program - Awarded through RFP Process in 11-12 - Serving Bowling Green (Chacon and McCoy)	After School Education & Safety Program (ASES) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
36	10/17/2011 - Annual	\$75,000		Stacey Bell	FRESH PRODUCERS	Sacramento, CA	Youth Development Supplemental Programming at Hiram Johnson, CK McClatchy, John F. Kennedy High Schools, and Will C. Wood, California, and Sam Brannan Middle Schools	Supplemental Youth Development Programming at numerous sites.	Students will have increased academic achievement, improved health and wellness outcomes, increased enrichment activities & increased nutritional awareness.	Pre/Post surveys and tracking of students.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.

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9/23/2011 - Annual	\$73,000			Stacey Bell	TARGET EXCELLENCE PROGRAM	Sacramento, CA	Youth Development Support Services - Awarded through RFP Process in 11-12, Serving American Legion	After School Safety & Enrichment for Teens (ASSETS) programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
10/4/2011 - Annual	\$65,000			Stacey Bell	SACRAMENTO COUNTRY DAY SCHOOL BREAKTHROUGH SACRAMENTO	Sacramento, CA	California, Fern Bacon, Rosa Parks, PS7, Sam Brannan, and Sutter Middle Schools and School of Engineering and Sciences, CKM, Health Professions, JFK, Luther Burbank, West Campus, and Rosemont High Schools.	Supplemental Youth Development Programming at numerous sites.	Students will have increased academic achievement, social/emotional awareness and college readiness.	Pre/Post surveys and tracking of students.	Aligns with Pillar 1 & 2 by providing avenues for leadership and decision making for any pathway to career and college and engaging families and communities.
9/30/2011 - Annual	\$50,000			Stacey Bell	EARTH MAMA HEALING INC	Sacramento, CA	Youth Developmental Supplemental Programming at American Legion, Cal, Fern Bacon, John Still, Rosa Parks and Will C Wood	Supplemental Youth Development Programming at numerous sites, focused on females of color.	Female students will have increased student engagement, academic achievement, social/emotional awareness, college preparation & improved health and wellness outcomes.	Pre/Post surveys and tracking of students.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
9/30/2011 - Annual	\$50,000			Stacey Bell	HMONG WOMEN'S HERITAGE ASSOCIATION	Sacramento, CA	YDSS Supplemental Programming - focusing on cultural heritage, self-identity, leadership at Hiram Johnson, John Still, West Campus, Will C Wood and Rosa Parks	Youth Development Supplemental Programming at various sites.	Students in afterschool programs will have increased academic achievement, social/emotional and enrichment opportunities.	Pre/Post surveys and tracking of students.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
10/12/2011 - Annual	\$43,800			Stacey Bell	REGENTS OF THE UNIVERSITY OF CALIFORNIA SCHOOL OF EDUCATION	Davis, CA	YDSS Supplemental Programming - Poet mentors and Sacramento Area Youth Speaks (SAYS) poetry and writing workshops	Supplemental Youth Development (YDSS) Programing at various sites.	Students in after school programs will have increased social emotional awareness and life skills, college readiness, empowerment.	Pre/Post surveys and tracking of students.	Aligns with Pillar 1 by providing avenues for leadership and decision making for any pathway to career and college.
9/1/2011 - Annual	\$41,250			Stacey Bell	UC DAVIS - THE CRESS CENTER	Davis, CA	YDSS Supplemental Programming - Poet mentors and Sacramento Area Youth Speaks (SAYS) poetry and writing workshops focusing on foster youth	After School Education & Safety/Foster Youth Services.	Students in after school programs will have increased social emotional awareness and life skills, college readiness, empowerment.	Pre/Post surveys and tracking of students.	Aligns with Pillar 1 by providing avenues for leadership and decision making for any pathway to career and college.
12/5/2011 - Annual	\$35,000			Stacey Bell	ROBERTS FAMILY DEVELOPMENT CENTER - split funded - see unrestricted	Sacramento, CA	Youth Development Supplemental Programming and Parent Engagement activities at Jed Smith	After School Education and Safety (ASES) programming.	Students and parents will have increased school engagement, education and awareness.	Pre/Post surveys and tracking of students and parents.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
10/11/2011 - Annual	\$33,221			Hiram Johnson High School	SACRAMENTO CHINESE COMMUNITY	Sacramento, CA	YDSS Supplemental Programming - Poet mentors and Sacramento Area Youth Speaks (SAYS) poetry and writing workshops	After school tutoring for struggling students	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	Pre/Post surveys and tracking of students.	Aligns with Pillar I by preparing students for career and college.
6/7/2011 - Annual	\$29,250			Stacey Bell	TARGET EXCELLENCE PROGRAM	Sacramento, CA	Summer Tutoring Program - 7/1 to 7/21/11	After School Education & Safety Program (ASES) Supplemental programming.	Students in after summer programming will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
8/15/2011 - Annual	\$27,000			Stacey Bell	TARGET EXCELLENCE PROGRAM	Sacramento, CA	Summer Tutoring Program - 7/1 to 7/21/11	After School Education & Safety Program (ASES) Supplemental programming.	Students in after school programs will have increased academic achievement, social/emotional and enrichment opportunities.	CST, Grades, Behavior, measured through CDE and outside services.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.

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47	6/15/2011 - Annual	\$26,659		Stacey Bell	ROBERTS FAMILY DEVELOPMENT CENTER	Sacramento, CA	Youth Development Supplemental Programming and Parent Engagement activities at Jed Smith	After School Education and Safety (ASES) programming.	Students and parents will have increased school engagement, education and awareness.	Pre/Post surveys and tracking of students and parents.	Aligns with Pillars I and II by providing support to students and families by engaging families and communities to collaborate with the school for enrichment and empowerment activities.
Sub-total After School and Youth Development		\$6,719,314									
Direct School Site and Student Impact											
48	7/1/2011 - Annual	\$381,250		Mary Shelton	K-12 VIRTUAL SCHOOLS, LLC	Herndon, VA	Online Learning Course Work	Provide online curriculum and instruction for credit deficit students.	More students at grade level.	Number of students graduating on time.	Aligns with Pillar I by preparing students for career and college.
49	6/3/2011 - Annual	\$105,000		Olivine Roberts	UNIVERSITY ENTERPRISES INC OFFICE OF RESEARCH/CONTRACTS	Sacramento, CA	Mathematics, Science, Engineering Achievement (MESA) Contract for 2010-11	Curriculum and afterschool advisors for MESA programs.	Increase student interest in Mathematics, Engineering and Science.	Increased student achievement scores.	Aligns with Pillar I by preparing students for career and college.
50	6/23/2011 - Annual	\$87,250		Becky Bryant	THE MUSIC WORKS - CELESTE A BEHNKE	Sacramento, CA	Music Therapy	Support our students using a different modality in order to gain access to the core curriculum.	Supports student access to curriculum by using a different part of the brain.	IEP annual goals and objectives are written to the core curriculum and evaluated throughout the year.	Aligns with Pillar I by providing equal access to students with disabilities to ensure every student is learning and prepared for career and/or college.
51	6/29/2011 - Annual	\$77,962		Becky Bryant	EATON INTERPRETING SERVICES	Citrus Heights, CA	Deaf Interpreting Services	Support for students who are deaf and hard of hearing and require an interpreter to access the curriculum.	Support student access to curriculum.	IEP team determines as appropriate.	Aligns with Pillar I by providing equal access to students with disabilities to ensure every student is learning and prepared for career and/or college.
52	9/14/2011 - Annual	\$70,466	√	Becky Bryant	COUNTY OF SACRAMENTO HEALTH AND HUMAN SERVICES	Sacramento, CA	Mental Health	MOU for July, 2011 with County Mental Health to continue billing for Residential Treatment Centers board and care costs while SELPA established master contracts with each provider for 8/1/11.	This contract is completed.	Students continued their placement without disruption in service.	Aligns with Pillar I by providing Intense support to students with special needs who need residential treatment to access their educational program.
53	9/26/2011 - Annual	\$67,277		Becky Bryant	STATE OF CALIFORNIA DEPARTMENT OF REHABILITATION	Sacramento, CA	Matching funds for Transition Partnership Program	Partnership with California State Rehabilitation Department to assist seniors and graduating seniors with job placement.	Supports students with job placement and training.	Successful job placement.	Aligns with Pillar I by supporting students in becoming successful adults with job training and placement.
54	12/8/2011 - Annual	\$62,954		Koua Franz	CHILD ABUSE PREVENTION COUNCIL OF SACRAMENTO	Sacramento, CA	Americorps Workers per MOU	Provide mentoring, tutoring and case management for foster youth students; foster parent engagement.	Students will have increased academic achievement, increased engagement and life skills.	STAR Renaissance testing results.	Aligns with Pillar I & II by preparing students for career and college and improving foster parent engagement.
55	11/14/2011 - Annual	\$60,000		Ethel Phillips Elementary	VISION 2000 EDUCATIONAL FOUNDATION	Sacramento, CA	English Language Arts Program	Implement an English Language Arts Developmental Program.	Pre-assessments, tutoring and periodic progress reports.	Improved student achievement.	Aligns with Pillar I by providing well-rounded education and measuring ongoing student progress.
56	8/31/2011 - Annual	\$51,699		Matt Perry	UNIVERSITY ENTERPRISES INC OFFICE OF RESEARCH/CONTRACTS	Sacramento, CA	External Evaluation for Federal Smaller Learning Communities Cohort 8 Grant, as delineated in original grant application and award	UCD External Evaluator from the CRESS Center provides evaluation on California Subject Matter Project Professional Development.	Teachers have an increased number of strategies available to them to assist in delivering rigorous academic content instruction.	Qualitative and Quantitative Analysis of 16 indicators related to teachers increased content expertise as a result of professional development.	Aligns to Pillar I as students received enhanced College Preparation, Pillar II Partnership with Post-secondary Institution.
57	8/2/2011 - Annual	\$48,630		Hiram Johnson High School	SCHOLASTIC, INC	New York, NY	Read 180 Next Generation	Provide intervention for students who are reading below grade level.	Increase student reading levels in order to assist them with college prep classes.	Increased student achievement scores.	Aligns to Pillar I as students with enhanced reading and comprehension scores have access to college prep courses.

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8/23/2011 - Annual	\$37,500		√	Matt Perry	STEM ACADEMY	Peoria, AZ	Software, 4 days of Training and Curriculum and Instructional Materials for Engineering Classes at SES and HJHS (7-12 Curriculum)	Base curriculum for National Academy Foundation academies (which both are now recognized).	Courses include software certifications, i.e. SolidWorks (industry standard design software). Expand hands-on learning for students.	Teacher and student feedback via staff and student surveys. Overall students are very satisfied with their education.	Pillar I - Enhance College and Career Preparation, Pillar II Expand Industry Involvement, Pillar III Removes barriers between industry and education.
Sub-total Direct School Site/Student Impact		\$1,049,988									
Parent Impact											
2/22/2011 - Annual	\$135,000		√	Koua Franz	K12 INSIGHT	Herdon, VA	Survey Platform, Tech Support	Design an implementation of survey tools to gather data from various stakeholder groups.	Increase communication, increase inclusion in community feedback, increase customer services, improve system processes.	Compile survey information, data and reports.	Aligns with Pillars I, II and III by supporting student achievement, parent and community engagement and continuous improvement.
6/15/2011 - Annual	\$30,000			Koua Franz	PARENT/TEACHER HOME VISIT PROJECT	Sacramento, CA	Training	Provide site based training sessions and consultation to all of the funded schools.	Increase parent engagement and improve student achievement data.	Total number of teachers trained and participated in a Parent Teacher Home Visit.	Aligns with Pillars I, II and III by supporting student achievement, parent and community engagement and continuous improvement.
Sub-total Parent Impact		\$30,000									
Staff Development											
8/20/2011 - Annual	\$471,297		Contingent Upon State Funding	Olivine Roberts	WIRELESS GENERATION	New York, NY	Wireless Generation	Identify, target and address student reading deficiencies across the five elements of reading for Program Improvement schools in year 3, 4 or 5. Requirement of State Funding.	Increased student reading proficiency levels.	DIBELS assessment, Reading 3-D and district Benchmark results.	Aligns with Pillar I by implementing instructional practices that ensure that every student is learning and is better prepared for college or career.
7/27/2011 - One-Time	\$302,160		√	Mary Shelton	TRANSFORMATION BY DESIGN	West Orange, NJ	Common Planning Time Year Two Milestones	Provide year two of professional development for all K-12 site teams in data inquiry and instructional rounds.	All K-12 sites will have teams trained in 8 steps of the data inquiry process and will either conduct instructional rounds at their site or at other school sites by end of year.	Numbers of teachers and administrators trained in and practicing data inquiry/instructional rounds.	Aligns with Pillar I by providing quality professional development for teaching staff and principals so that schools can meet the needs of all students in preparing for college and career.
7/27/2011 - Annual	\$299,800		√	Mary Shelton	CAMBRIDGE EDUCATION LLC	Millburn, NJ	School Quality Review and SDIP Training	Development and capacity building for School Quality Review (SQR) and Site Development and Improvement Plan (SDIP).	Continuous improvement process to judge quality of methodology used to assess programs, processes and initiatives in our schools.	SDIP plans that utilize SQR results that align with district initiatives.	Aligns with Pillars I, II and III by providing a methodology to assess the quality of school performance.
8/10/2011 - Annual	\$190,420		Contingent Upon State Funding	Olivine Roberts	TEXAS INSTRUMENTS, INC	Dallas, TX	Math Intervention Support	A systematic mathematics reform program designed to enrich and expand the pre-algebra and algebra mathematics curriculum through the integration of technology in the Program Improvement schools in year 3, 4 or 5. Requirement of State funding.	Increased student math proficiency levels.	Classroom assessments, student work, and district benchmark assessments.	Aligns with Pillar I by implementing instructional practices that ensure that every student is learning and closes the achievement gap.
7/27/2011 - Annual	\$174,990		√	Mary Shelton	TRANSFORMATION BY DESIGN	West Orange, NJ	School and Leadership	Data Inquiry Training and school design support for priority schools.	Rigorous teaching and learning, supportive school climates and collaborative cultures.	Increased student achievement scores.	Aligns with Pillar I by preparing students for career and college.

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66	8/10/2011 - Annual	\$165,425		Contingent Upon State Funding	Olivine Roberts	PEARSON EDUCATION INC.	Chandler, AZ	Mathematics Navigator Materials	Provide math intervention curricula for elementary students in Program Improvement schools in year 3, 4 or 5. Requirement of State funding.	Students more proficient in mathematics.	Increased student achievement in mathematics.	Aligns with Pillar I, career and college ready students by providing necessary interventions for students who are not on-track for being ready for the secondary level in the area of mathematics.	
67	8/26/2011 - Annual	\$150,000	\$39,000	√	Olivine Roberts	WEST ED PUBLICATIONS CENTER	Sacramento, CA	Quality Teaching for English Learners	Develop teachers' expertise in scaffolding language arts instruction for student development of academic uses of English.	Increase teacher's ability to scaffold the reading of a variety of genres, understand how to develop students' capacity to communicate, and create lesson plans that incorporate texts from a variety of genres.	Teachscape walkthrough data collection reflecting multiple use of teaching strategies and increased EL student achievement scores.	Aligns with Pillar I by implementing instructional practices that ensure that every ELL is learning and is better prepared for college or career.	
68	10/12/2011 - Annual	\$91,150		Contingent Upon State Funding	Olivine Roberts	WEST ED	Sacramento, CA	Academy Literacy	Provide professional development and curriculum on reading interventions for secondary students in Program Improvement schools in year 3, 4 or 5. Requirement of State funding.	Teachers have an increased set of strategies to provide literacy instruction. Students more proficient in comprehending academic texts.	Increased student achievement in reading.	Aligns with Pillar I, career and college ready students by providing necessary interventions for students who are not on-track for being career college ready in the area of reading.	
69	10/27/2011 - One-Time	\$50,000		√	Hiram Johnson	High School	TRANSFORMATION BY DESIGN	West Orange, NJ	Design Plan Phase 1 and 2	Provide professional development and coaching support for core academic teachers. Assist with design team process.	Teachers have an increased number of strategies available to them to assist in delivering rigorous academic content instruction.	Increased student achievement scores. Design team provides avenues for student and parent engagement in the program design for Hiram Johnson.	Aligns with Pillars I, II and III by supporting student achievement, parent and community engagement and continuous improvement.
70	7/25/2011 - Annual	\$45,000	\$9,000	√	Olivine Roberts	CENTER FOR CULTURALLY RESPONSIVE TEACHING & LEARNING	Los Angeles, CA	Teacher Professional Development	Provide professional development to teachers on culturally responsive teaching strategies.	Teachers have an increased number of strategies available to them to assist in reaching students with varied learning styles.	Increased student achievement scores.	Aligns with Pillar I by preparing students for career and college.	
71	8/23/2011 - Annual	\$44,800			Mary Shelton	TEACHSCAPE	San Francisco, CA	Classroom Walkthrough Data Collection Tool	Provide a consistent walk-through tool to be used by all principals. Online tool is aligned with the SQR and Data Inquiry processes.	Provide consistency across classrooms and school sites so that principals give feedback to teachers that is aligned to site and district standards and goals.	Teachers receive quality feedback instantaneously by email. Principals and district admin may produce summary reports that demonstrate needed areas of focus and/or professional development based on class observations.	Aligns with Pillar I by pinpointing areas of needed professional development for teachers and/or classroom focus to improve teaching and learning. Aligns with Pillar III, Organizational Transformation, by providing consistent, timely feedback for teachers and allowing principals to make data-based decisions around classroom practices and strategies.	
72	8/4/2011 - Annual	\$37,145			Hiram Johnson	High School	REGINA M. ROSENZWEIG	Davis, CA	Project Glad Training, Classroom Demonstrations, Coaching	Provide professional development and coaching for teachers and administrators on classroom strategies for English Language Learners.	Teachers have an increased number of strategies available to them to assist in delivering rigorous academic content instruction designed to assist English Language Learners.	Increased student achievement scores.	Aligns with Pillar I by implementing instructional practices that ensure that every ELL is learning and is better prepared for college or career.
73	10/21/2011 - Annual	\$35,000			Luther Burbank	High School	PEBBLE CREEK LABS INC	Truckee, CA	Pebble Creek - QEIA/SIG	Provide curriculum for Professional Development in English and Social Science for 9th and 10th graders.	Students more engaged in relevant standards-align curriculum.	Increased student achievement scores.	Aligns with Pillar I by preparing students for career and college.
74	9/19/2011 - Annual	\$29,190		Contingent Upon State Funding	Olivine Roberts	PEARSON EDUCATION INC.	Chandler, AZ	Produce Training and Coaching	Provide professional development and coaching on math interventions for grade 2-6 students in Program Improvement schools in year 3, 4 or 5. Requirement of State funding.	Teachers have an increased set of strategies to provide math instruction that increases student achievement.	Increased student achievement in mathematics.	Aligns with Pillar I, career and college ready students by providing necessary interventions for students who are not on-track for being career college ready in the area of math.	

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75	6/27/2011 - Annual	\$27,675		Pacific Elementary School	CATHRYN A. WYFFELS	Vacaville, CA	Project GLAD Training, Classroom Demonstrations, Coaching	Provide training in the Guided Language Acquisition Design (GLAD) program.	Teachers receive training in theory/research, integrated balanced literacy approach, second language acquisition, brain research, curriculum and strategies.	Increase in student performance, comprehension and achievement.	Aligns with Pillar I and III by creating professional development opportunities that impact student learning; and training a capable workforce that supports teaching and learning.
76	9/27/2011 - Annual	\$26,665	√	Olivine Roberts	PLACER COUNTY OFFICE OF EDUCATION	Auburn, CA	PBIS Positive Behavior Interventions	Provide professional development for school teams on developing a school culture and climate conducive to inclusivity and student learning.	Schools build a school-wide system to support positive student behavior and a positive learning environment.	Decrease in discipline referrals, improved attendance.	Aligns with Pillar I, career and college ready students by creating learning environments that are conducive to student learning and academic success.
77	8/25/2011 - Annual	\$25,625		Nicholas Elementary School	REGINA M. ROSENZWEIG	Davis, CA	Project GLAD Training, Classroom Demonstrations, Coaching	Provide training in the Guided Language Acquisition Design (GLAD) program.	Teachers receive training in theory/research, integrated balanced literacy approach, second language acquisition, brain research, curriculum and strategies.	Increase in student performance, comprehension and achievement.	Aligns with Pillar I and III by creating professional development opportunities that impact student learning; and training a capable workforce that supports teaching and learning.
Sub-Total Staff Development		\$2,166,342									
"Other" Purposes											
78	6/22/2011 - Annual	\$109,300		Becky Bryant	VERITAM	Sacramento, CA	Medi-cal Administrative Activities (MAA) Software that provides transferring of files and software with upgrades. Overall assistance with filing of medi-cal claims	Billing software and data entry assistance.	Billing for MAA Program.	MAA reimbursements are used to support nursing, psychologist and social worker services in addition to integrated support services.	Aligns with Pillars I, II and III by providing services and funding that support career and college ready students, support for families and funding for students first.
79	3/9/2011 - Annual	\$78,015	√	Gerardo Castillo	SCHOOL BUSINESS SERVICES OF CALIFORNIA	W. Sacramento, CA	Year End - Medi-Cal Activities Invoicing Process	Provide services to develop Medi-Cal Activities invoices for Department of Health Care Services reimbursement.	Billing to Medi-Cal Activities to generate revenue used to reinvest into health and mental services for our students.	Reimbursements received from MAA claims.	Aligns with Pillars I, II and III by providing services and funding that support career and college ready students, support for families and funding for students first.
80	8/4/2011 - Annual	\$50,000		Becky Bryant	VERITAM	Sacramento, CA	Medi-Cal Software that provides transferring of files and software with upgrades. Overall assistance with filing of medi-cal claims	Billing software and data entry assistance.	Billing for Special Education school based health services to Medi-Cal for reimbursement.	Medi-Cal reimbursements are used to support nursing, psychologist and social worker services in addition to integrated support services.	Aligns with Pillars I, II and III by providing services and funding that support career and college ready students, support for families and funding for students first.
81	5/19/2011 - Multi-Year	\$35,000		Teresa Cummings	INTERNATIONAL FIRE EQUIPMENT COMPANY	Sacramento, CA	Fire Extinguisher Services	Annual servicing of fire extinguishers at every site.	Each site has a working fire extinguisher(s) per code.	Pass fire inspections.	Aligns with Pillar III by providing safe environments for teaching and learning.
82	9/28/2011 - Annual	\$22,785		Mary Shelton	DOCUMENT TRACKING SERVICES - split funded - see unrestricted	San Diego, CA	Produce mandated school and district reports	Produce, translate and post required school reports such as SARC, SDIPs and ELSSAs for all K-12 schools to meet district, state and federal requirements.	Each school has a correct and complete SDIP, SARC with translations and a district ELSSA.	Data is accurate, posted on time and is user friendly for parents/guardians and school staff.	Aligns with Pillars II and III by providing easily accessible information for parents and guardians and by providing data to be used in the cycle of continuous improvement by school sites and district personnel.
Sub-total "Other" Purposes		\$295,100									
Total Restricted Contracts Over \$25,000		\$10,260,744	\$48,000								