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First

# BOARD OF EDUCATION MEETING AND WORKSHOP

**Board of Education Members**

- Lavinia Grace Phillips, President (Trustee Area 7)*
- Jasjit Singh, Vice President (Trustee Area 2)*
- Chinua Rhodes, Second Vice President (Trustee Area 5)*
- Tara Jeane (Trustee Area 1)*
- Christina Pritchett (Trustee Area 3)*
- Jamee Villa (Trustee Area 4)*
- Taylor Kayatta (Trustee Area 6)*
- Justine Chueh-Griffith, Student Member*

**Thursday, November 21, 2024**

**5:00 p.m. Closed Session**

**6:00 p.m. Open Session**

**Serna Center**

*Community Conference Rooms  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824*

## AGENDA

2024/25-7

*Allotted Time*

5:00 p.m. 1.0 **OPEN SESSION / CALL TO ORDER / ROLL CALL**

2.0 **ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION**

3.0 **CLOSED SESSION**

*While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.*

3.1 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)*

3.2 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*

3.3 *Education Code 35146- The Board will hear staff recommendation on the following student expulsions from 24-25: Expulsion #11 2024/2025 (David Van Natten)*

3.4 *Government Code 54957- Public Employee Appointment (a) Approve- Assistant Superintendent, Business Services*

6:00 p.m. 4.0 **CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

4.1 *The Pledge of Allegiance*

4.2 *Broadcast Statement*

4.3 *Stellar Student introduced by Board Member Taylor Kayatta*

6:05 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:10 p.m. **6.0 AGENDA ADOPTION**

6:15 p.m. **7.0 PUBLIC COMMENT** **15 minutes**

*Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu); (2) submitted in writing through the district's website at <https://www.scusd.edu/submit-public-comment>; or (3) provided in-person at the meeting. The submission deadline for written public comments shall be no later than noon on the day of the meeting. If you intend to address the Board in-person, please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.*

6:30 p.m. **8.0 COMMUNICATIONS**

8.1 *Employee Organization Reports:*

- SCTA
- SEIU
- TCS
- Teamsters
- UPE

**Information**  
SCTA – 15 minutes  
SEIU – 3 minutes  
TCS – 3 minutes  
Teamsters – 3 minutes  
UPE – 3 minutes

**9.0 SPECIAL PRESENTATION**

6:57 p.m. 9.1 *Recognition of Outgoing Board Member  
(Superintendent Lisa Allen)*

**Information**  
5 minute presentation  
5 minute discussion

7:07 p.m. 9.2 *Black Parallel School Board Action Plan First Quarterly  
Update (Dr. Gregory Peters)*

**Information**  
15 minute presentation  
10 minute discussion

**10.0 PUBLIC HEARING**

7:32 p.m. 10.1 *Material Revision to Sol Aureus College Preparatory  
Charter Petition (Amanda Goldman, Ed.D)*

**Action**  
10 minute presentation  
10 minute discussion

7:52 p.m. 10.2 *Determination Hearing for Charter Renewal for Sol  
Aureus College Preparatory School  
(Amanda Goldman, Ed.D)*

**Action**  
15 minute presentation  
15 minute discussion

8:22 p.m.	10.3	<i>Public Hearing for Resolution No. 3463 Resolution to Convey Public Utilities Easement to County of Sacramento at Nicholas Elementary School (Ben Wangberg)</i>	<b>Information</b> 5 minute presentation 5 minute discussion
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**11.0 COMMUNICATIONS**

8:32 p.m.	11.1	<i>Student Member Report (Justine Chueh-Griffith)</i>	<b>Information</b> 5 minutes
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8:37 p.m.	11.2	<i>President’s Report (Lavinia Phillips)</i>	<b>Information</b> 5 minutes
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8:42 p.m.	11.3	<i>Information Sharing by Board Members</i>	<b>Information</b> 10 minutes
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8:52 p.m.	<b>12.0 CONSENT AGENDA</b>		<b>Action</b> 2 minutes
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**Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.**

*12.1 Items Subject or Not Subject to Closed Session:*

*12.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Janea Marking)*

*12.1b Approve Contracts Report >\$15,000 (Janea Marking)*

*12.1c Approve Personnel Transactions (Cancy McArn)*

*12.1d Approval of Unauthorized Vendor Payments (Janea Marking)*

*12.1e Approve Purchase Order Report for the Period of September 15, 2024, through October 14, 2024 (Janea Marking)*

*12.1f Approve 2024-2025 Legal Contracts Increase Request (Janea Marking)*

*12.1g Approve Resolution No. 3464: Resolution Regarding Board Stipends (Lisa Allen)*

*12.1h Approve Resolution No. 3465: Resolution Regarding Board Stipends (Lisa Allen)*

*12.1i Approve Minutes for the October 24, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1j Approve C.K. McClatchy High School Trip to Orlando, FL from November 22-29, 2024 (Mary Hardin Young & Jerad Hyden)*

12.1k Approve CCTR Continue Funding Application for Fiscal Year (FY) 2025-2026  
(Yvonne Wright)

12.1l Approve Memorandum of Understanding Between SCUSD and SMUD  
Regarding Exemption of Commercial Electric Vehicle Program Data Metering  
Requirements (Chamberlain Segrest)

12.1m Approve Resolution No. 3463 Resolution to Convey Public Utilities Easement  
to County of Sacramento at Nicholas Elementary School (Ben Wangberg)

12.1n Approve 24-25 Visual and Performing Arts AMS Budget Approval (Yvonne  
Wright & CJ DeAngelus)

12.1o Approve Staff Recommendation for Expulsion #11 of the 2024-25 school year  
(David Van Natten)

12.1p Approve Retention of 5 Consultant Firms for RFQ #24-112104 Solar Projects,  
in Response to Request for Qualifications (Janea Marking)

12.1q Approve the Annual Organization Meeting Date of December 19, 2024  
(Lisa Allen)

8:54 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ December 19, 2024, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting
- ✓ January 16, 2025, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting

8:56 p.m. **14.0 ADJOURNMENT**

*NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 47<sup>th</sup> Avenue, Sacramento, during normal business hours or on the District's website at [www.scusd.edu](http://www.scusd.edu).*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

**Meeting Date:** November 21, 2024

**Subject:** Recognition of Outgoing Board Members

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Board Office

**Recommendation:** None

**Background/Rationale:** None

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Engagement

**Documents Attached:**

None

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Lisa Allen, Superintendent

**Approved by:** Lisa Allen, Superintendent



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.2

**Meeting Date:** November 21, 2024

**Subject:** Black Parallel School Board Action Plan First Quarterly Update

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office

**Recommendation:** Information item:

**Background/Rationale:** The Sacramento City Unified School District (SCUSD) and Black Parallel School Board (BPSB) Action Plan was developed in response to ongoing challenges in promoting and providing equitable, inclusive, and effective educational environments for all students, particularly Black students and those with special needs. Rooted in the district's commitment to diversity, equity, and inclusion, the BPSB Action Plan seeks to dismantle racist and ableist barriers that hinder student access to quality education, address gaps in the current special education service delivery, and ensure compliance with IDEA and LRE mandates. This action plan outlines comprehensive strategies to support school transformation, build inclusive partnerships with families, and create structures for professional growth that empower educators to foster an environment where every student feels valued, supported, and equipped to succeed. Through collaborative efforts and ongoing assessment, the BPSB Action Plan aims to create a school culture that celebrates Black excellence and prioritizes student well-being and achievement across SCUSD.

**Financial Considerations:** Implementation of the Action Plan will have a fiscal impact although the specific amounts are not yet known. The District is working with the Independent Monitor to accurately and effectively identify fiscal needs and projections for implementation and positive impact.

**LCAP Goal(s):** N/A

**Documents Attached:**  
BPSB Final Action Plan

<p><b>Estimated Time of Presentation:</b> 15 minutes</p> <p><b>Submitted by:</b> Yvonne Wright, Chief Academic Officer Geovanni Linares, SELPA Director</p> <p><b>Approved by:</b> Lisa Allen, Superintendent</p>
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# Sacramento City Unified School District Action Plan from the Independent Monitor in Response to Black Parallel School Board v. Sacramento City Unified School District

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# OVERVIEW

## Introduction

In May 2023, parties to the lawsuit [Black Parallel School Board v. Sacramento City Unified School District \(2:19-cv-01768\)](#) agreed to a set of terms articulated in a comprehensive [settlement agreement](#). The settlement agreement requires that an independent monitor (IM) create and, over the ensuing five years, monitor the implementation of an action plan to achieve 22 directives spelled out in the settlement agreement. These directives include a substantial reduction in disciplinary referrals of students with disabilities and Black students with disabilities, substantially more integrated classrooms for students with disabilities and Black students with disabilities, systems to prevent and remediate the bullying of students with disabilities and Black students with disabilities, legally compliant special education assessments, and the creation of best practices for the processes and issues regarding Individualized Education Programs (IEPs) at the Sacramento City Unified School District (SCUSD).

During the IM's assessment process, the IM faced multiple barriers (historic, political, and systemic) to access all the data necessary to develop baseline data and goals for the action plan. (See Appendix A.) As a result, portions of this plan include actions to continue with additional and necessary data collection, analysis, benchmarking, and goal setting. As part of the action plan, the IM will include a process seeking agreement across parties to update actions and goals as needed.

This document represents the final action plan from the IM, pending further data collection and analysis, which may result in modifications and additions to this plan.

## Resources to Support Policy and Procedural Changes

### [Comprehensive Evaluation Process for English Learners \(CEP-EL\) manual](#)

- [Los Angeles Unified School District Special Education Policies and Procedures Manual](#)
- [Los Angeles Unified School District Bulletin 5655.3 - Guidelines for Student Suspension. \(See Appendix B\)](#)
- [California Practitioners' Guide for Educating English Learners with Disabilities](#)
- [Alameda Unified School District Positive Behavior Expectations and Discipline Matrix](#)
- [Los Angeles Unified School District Office of the Independent Monitor Sample Checklists](#)

# DATA COLLECTION AND ANALYSIS METHODS

## District Data

The IM team received raw data for special education referrals, placement in general education settings for students with disabilities, out-of-school suspension (OSS), and in-school suspension (ISS) for the 2022–23 school year. Special education data included student characteristics such as race/ethnicity and English learner (EL) status, as well as primary and secondary diagnoses, enabling segmented analyses. Suspension data also included details such as student race/ethnicity, special education (SpEd) status, grade level, school, and number of days.

## Policy and Procedures Review

The IM reviewed the following SCUSD policies and procedures to assess current district documentation and to articulate pertinent actions:

- Administrative Regulation 5144.2: Suspension and Expulsion/Due Process (Students with Disabilities);
- Administrative Regulation 6159.4: Behavioral Interventions for Students with Disabilities Students; and
- Special Education Local Plan Area (SELPA) Procedural Guides for:
  - Student Discipline,
  - Behavioral Emergency Procedures and Interventions,
  - Functional Behavior Assessment (FBA), and
  - Behavior Intervention Plan (BIP).

The IM team compared these procedural documents against Los Angeles Unified School District's (LAUSD's) Special Education Policies and Procedures Manual.

## Focus Groups and Interviews

The IM must conduct several focus groups and interviews for this plan to be complete. Due to the aforementioned barriers, however, few focus groups have been conducted as of the writing of this action plan; for these, the data is still unreliable as attendance has been minimal and participation was guarded with reference to fear of reprisal. Required focus groups can be found later in this plan, under Disproportionality Subcommittee: Required Actions for Additional Data Collection Required.

## Approach

In addition to the directives from the settlement agreement, the metrics used to develop this action plan include improvement and equity frameworks developed by

the IM and his organization, the San Francisco Coalition of Essential Small Schools (SF-CESS). These metrics are further detailed in the appendices.

## FINDINGS AND ACTIONS

Below are the actions that the IM has identified as required for SCUSD to meet the directives delineated in the settlement agreement, as well as associated goals/targets and the expected timeline. Where applicable, this section also includes data findings that have led to the required actions.

Some of the actions listed in this plan can be taken immediately. Others, however, can be named and specified only after the IM has collected and analyzed the additional data described in this plan. Some of the actions in this plan are, therefore, focused on removing the afore-referenced barriers and creating the supportive conditions needed to systematize data access and organizational change—now and in the future.

### Disproportionality Subcommittee: Additional Data Collection Required

The IM team requires additional data pertaining to special education and discipline to identify further actions and targets for Directives 1–14 (C.3.i–xiv). Specifically, focus groups with students, parents, staff, and community partners; empathy interviews with district-level and site-level staff related to the fidelity of the implementation of policies, practices, and procedures, which will include an examination of district policies and practices with a cultural/equity lens; student case study/files and data; and additional data for directives under which no data have been obtained.

The IM has submitted a request for focus groups (see Table 1) for which the district shall facilitate meeting scheduling and execution.

**Table 1: Required Focus Groups**

<p><b>Central Office</b></p>	<p><b>Discipline (OSS, ISS, other means of correction [OMC], restraints, law enforcement referrals, voluntary/involuntary transfers, behavior hearings) (2 Hours)</b></p> <p>David Van Natten - Director of Student Hearing and Placement, part of the Family Services and Alternative Education Department</p> <p>Ed Eldridge - Data</p> <p>Krystal Thomas - New Assistant Superintendent</p> <p>Danny Rolleri - Director for Professional Learning for Culture/Climate &amp; SEL</p> <p>Stephan Brown - Principal, Sacramento Accelerated Academy (new role)</p> <p>Sharon Barnes Director - Behavior &amp; Re-Entry</p> <p>Geovanni Linares - SELPA Director</p> <p>Ray Lozado - Director, Safe Schools Initiatives</p> <p>Christina Espinosa - Director, Guidance and Counseling</p>	<p><b>Special Education Identification, Least Restrictive Environment (LRE), Discipline, Data (2 Hours)</b></p> <p>Ed Eldridge - Data</p> <p>Krystal Thomas - New Assistant Superintendent</p> <p>Danny Rolleri - Director for Professional Learning for Culture/Climate &amp; SEL</p> <p>Geovanni Linares - SELPA Director</p> <p>Victoria Flores - Executive Director, Student Support &amp; Health Services Coordinator - School Psychologists</p> <p>Coordinator - Related services (if more than one person, include all)</p>
<p><b>Support Staff</b></p>	<p><b>Special Education Identification, LRE, Discipline (1.5 Hours)</b></p> <p>Omar Ponce—Board Certified Behavior Analyst (BCBA)</p> <p>Catie Yamamoto—BCBA</p> <p>Dr. Leslie Hernandez—Administrator Teaching and Learning</p> <p>Krista Arata—Administrator Teaching &amp; Learning</p> <p>Tracy Pena—Program Specialist</p> <p>Katy Augusta—Program Specialist</p> <p>Chace Wasco—Program Specialist</p>	<p><b>School Psychologists—Special Education Identification, LRE, Discipline (2 Hours)</b></p> <p><b>Total of 8 School Psychologists</b></p> <p>4 Preschool/elementary school</p> <p>2 Middle school</p> <p>2 High school</p> <p>(if possible, include as many bilingual school psychologists as possible, at least two in Spanish and one other, if possible)</p>

<b>Site-Level Staff</b>	<b>(Grades Transitional Kindergarten-grade 8) Discipline/LRE/SpEd Identification—Principals or Assistant/Vice Principals who oversee special education and student discipline (2 Hours)</b> Geovanni Linares—SELPA, Serving as Interim Administrator for John Morse Therapeutic Center Nisha Turturici—AM Winn Public Waldorf Dominic Campos—Mark Twain Jacki Glasper—Success Academy Devon Davis—Leonardo Da Vinci Paul Hoerl—Rosa Parks Stuart Bushnell—Woodbine	<b>(Grades 6–12) Discipline/LRE/SpEd Identification—Principals or Assistant/Vice Principals who oversee special education and student discipline (2 Hours)</b> Mitchell Jones—Rosemont LaNecia Kobelt—George Washington Carver School of Arts and Science Jim Peterson—Luther Burbank Garrett Kirkland—Hiram Johnson John McMeekin—West School Richard Baranowski—American Legion Reginald Brown—John F. Kennedy Jessica Martin—Sacramento New Technology
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The IM has received datasets enabling analyses of special education referrals by race/ethnicity and EL status but requires more in-depth data to determine how and why over-representation may be occurring. Additionally, the IM requires data to determine actions for some of the directives for which no data have yet been received.

Required Actions	Goal(s)	Timeframe
1. SCUSD shall facilitate introductions and scheduling and shall communicate the urgency of participating in these focus groups to all listed personnel.	Six focus groups shed light on practices pertaining to SpEd identifications and referrals, LRE, discipline, use of restraints, and expulsions and transfers.	Aug 31, 2024

<p>2. SCUSD shall provide the IM with the following end-of-year 2022–23 data, in addition to student identification numbers, last name, first name, date of birth, special education eligibility, grade level, and location code for all students included in a separate (confidential) list:</p> <ul style="list-style-type: none"> <li>▪ Times of IEP initial and triennial reviews</li> <li>▪ FBAs conducted with timelines (signed assessment plans and IEP dates)</li> <li>▪ BIPs</li> <li>▪ Number of attempts to contact parent/guardian and whether parent/guardian participates (yes or no)</li> <li>▪ Documentation of any translation requests and when translated documents were provided to parents</li> <li>▪ Interpretation requests for IEP meetings and whether an interpreter was available or if request was denied</li> </ul>	<p>IM obtains data necessary to conduct nuanced analyses of SCUSD’s SpEd practices, including IEP reviews, FBAs, BIPs, the efficacy of and need for Student Study Teams (SSTs), and translation/interpretation to compare against best practices and statutory requirements.</p>	<p>Aug 31, 2024</p>
<p>3. SCUSD shall provide any bullying and harassment data available (for both general education and students with disabilities, as both targets and bullying participants) to enable a baseline analysis of disproportionate bullying of students with disabilities and Black students with disabilities.</p>	<p>IM obtains data to assess baseline of disproportionate bullying of students with disabilities and Black students with disabilities.</p>	<p>Aug 31, 2024</p>
<p>4. SCUSD shall provide the IM team with the contact information for the person or persons who oversee language access issues and shall facilitate an introduction and message the importance of responsiveness to the IM; IM will ascertain what data monitoring mechanisms are used when parents request interpreters and IEP translations.</p>	<p>IM obtains information necessary to assess equitable practices in special education services to students and families who are not fluent in English.</p>	<p>Aug 31, 2024</p>



## Directives 1 and 2: Reduce Use and Disproportionality of Discipline

- 1. Substantial reduction of discipline referrals, including informal suspensions, and in disproportionate such discipline, of students with disabilities*
- 2. Substantial reduction of discipline referrals, including informal suspensions and in disproportionate such discipline, of Black students with disabilities<sup>1</sup>*

### Baseline Data Findings

District staff report poor data entry and maintenance practices and believe data are an underestimation of school removals issued. Despite unreliable data, trends clearly indicate a *high rate of suspensions* in general and *disproportionate* impact on students with disabilities and Black students with disabilities among various disciplinary practices, including OSSs, long-term suspensions, ISSs, and OMC. The IM team has determined that ISS and OMC data provided are not reliable for establishing outcomes, but even these apparently incomplete data demonstrate increased risk for students with disabilities and Black students with disabilities. Currently, there is a lack of data to establish a baseline for behavioral referrals; establishing this baseline is part of the required actions.

### One-Time Suspensions

- Overall risk of one-time suspension for all students in SCUSD—**5.68%**
- California average—3.0%
- The California Department of Education (CDE) considers suspension rates over 6.0% “very high”
- Risk of one-time suspension for students with disabilities—9.0%
  - Risk Ratio of students with disabilities—**1.80**
- Risk of one-time suspension for Black students with disabilities—18.64%
  - Risk Ratio of Black students with disabilities—**2.76**

### Long-Term Suspensions of 10 or More Days

- Risk for Black students with disabilities—3.28%
  - Risk Ratio of students with disabilities—**3.91**
- Risk for Multiple Race students with disabilities—2.75%
  - Risk Ratio of Multiple Race students with disabilities—**2.34**

### In-School Suspension/Informal Suspension

- District data show:

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<sup>1</sup> For “informal” suspensions, the IM includes what may be referred to as “silent” suspensions or undocumented pushouts due to behavioral or discipline issues that also result in learning loss.

- A total of 319 students received an ISS (this appears to be a considerable underrepresentation)
- A total of 448 students received an OMC (this also appears to be a considerable underrepresentation)
- District officials reported an underreporting of discipline data, confirming the likelihood of underrepresentation of disciplinary practices.
- Overall risk of one-time ISS for all students—0.77%
- Risk of one-time ISS for students with disabilities—1.13%
  - Risk Ratio for students with disabilities—1.63
- Risk of one-time ISS for Black students with disabilities—2.4%
  - Risk Ratio of Black students with disabilities—2.85

#### Other Means of Correction

- Overall risk of one-time OMC for all students—1.08%
- Risk of one-time OMC for students with disabilities—1.96%
  - Risk Ratio of students with disabilities—2.19
- Risk of one-time OMC for Black students with disabilities—3.5%
  - Risk Ratio of Black students with disabilities—2.18

#### Actions and Targets

The district must review, revise, and monitor disciplinary practices in general and with respect to students with disabilities and Black students with disabilities. Actions listed in the table below require the district to revise policies (including Board Policies (BPs) and Administrative Regulations (ARs); create a comprehensive disciplinary procedural manual that includes a discipline /intervention matrix (see [Sample Behavior Matrix from Alameda Unified School District 2023-24](#)), as well as clear guidelines for offering supportive alternatives to exclusionary discipline and OMC, consistent with a districtwide multi-tiered system of support (MTSS) approach; institutionalize manifestation determination review (MDR) practices; and build capacity to implement changes through professional development (PD). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

- A.** *Reduce the risk or rate of (any) suspension for students with disabilities to 3.0% or less. This constitutes a 67.0% reduction.*
- B.** *Reduce the risk or rate of (any) suspension for Black students with disabilities to 5.0% or less. This constitutes approximately a 75.0% reduction.*

- C. Reduce the risk or rate of long-term suspensions for Black and Multiple Race students with disabilities to 1.0% or less. This constitutes approximately a 60% and 70% reduction, respectively.*
- D. Reduce the risk or rate of other disciplinary actions (i.e., expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement) for students with disabilities and Black students with disabilities so that they are not significantly different from those of non-disabled non-Black students.*
- E. Ensure that every year, a majority of parents/families and secondary students responding to the survey (described in Table 3) for whom the question is relevant, indicate that the statement pertaining to the district’s prior pattern and efforts to remediate was read.*

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall gather, organize, and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools’ various recording and reporting mechanisms for <b>Out-of-School Suspension data (100<sup>2</sup>)</b> , for all students including special education indicators for students with disabilities (SWD) to examine disproportionality, that includes: <ul style="list-style-type: none"> <li>▪ All suspension notice forms (most students will have more than one event) for students listed in SpEd Long Term Suspensions spreadsheet</li> <li>▪ Non-Student Information System (SIS) data such as Google Sheets or other spreadsheets maintained by each school site tracking out-of-school suspensions</li> <li>▪ Manifestation Determination Review (MDR) IEPs for students listed in SpEd Long Term Suspensions spreadsheet including identifying by name which students for whom an MDR was not conducted.</li> </ul>	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Sep 1, 2024	One time

<sup>2</sup> These represent CALPADS codes and may differ from fields in the SIS.

<p>2. SCUSD shall gather, organize and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools' various recording and reporting mechanisms for <b>In-School Suspension (110) and/or "Alternative to Suspension"</b> data, for all students with special education indicators to examine disproportionality, that include:</p> <ul style="list-style-type: none"> <li>▪ Non-SIS data such as Google Sheets or other spreadsheets maintained by each school site tracking in-school suspensions</li> </ul>	<p>Accurate and timely data is necessary to inform accurate and realistic baselines and goals.</p>	<p>Sep 1, 2024</p>	<p>One time</p>
<p>3. SCUSD shall gather, organize and provide the IM an updated and comprehensive set of data that has been calibrated across all the schools' various recording and reporting mechanisms for <b>Expulsion data (200)</b>, including Stipulated Expulsions (if applicable), for all students with special education indicators to examine disproportionality, that includes:</p> <ul style="list-style-type: none"> <li>▪ List of students (general and special education) expelled with a stipulated expulsion, including: <ul style="list-style-type: none"> <li>• SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of expulsion, and reason for expulsion <ul style="list-style-type: none"> <li>• Manifestation Determination Review (MDR) IEPs (specify if one was not held)</li> </ul> </li> </ul> </li> <li>▪ List of students (general and special education) who were subjected to a behavioral hearing, including: <ul style="list-style-type: none"> <li>• SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of behavioral hearing, and reason for hearing</li> </ul> </li> </ul>	<p>Accurate and timely data is necessary to inform accurate and realistic baselines and goals.</p>	<p>Sep 1, 2024</p>	<p>One time</p>

<ul style="list-style-type: none"> <li>• Documentation of hearing and results of disciplinary action including change of placement</li> <li>• MDR IEPs (specify if one was not held)</li> </ul> <ul style="list-style-type: none"> <li>▪ List of students (general and special education) who were subjected to a voluntary or involuntary transfer, including: <ul style="list-style-type: none"> <li>• SSID, District ID, last name, first name, date of birth, gender, race, school location code, grade, disability codes (primary 1 and 2), 504 Plan, EL Status (yes or no) date of behavioral hearing, and reason for hearing: <ul style="list-style-type: none"> <li>• Documentation of voluntary or involuntary transfer</li> <li>• MDR IEPs (specify if one was not held)</li> </ul> </li> </ul> </li> </ul>			
<p>4. SCUSD shall review, analyze, and revise/update as needed all relevant policies (i.e., the following BPs and associated ARs) corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district.</p> <ul style="list-style-type: none"> <li>▪ BP &amp; AR 5131, 5137, 5138, 5144, 5144.1, 5144.2, as well as,</li> <li>▪ BP &amp; AR 5145.11, Questioning And Apprehension By Law Enforcement (should address accommodations for students with disabilities)</li> <li>▪ BP &amp; AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements).</li> </ul> <p>See Appendices C and D for resource documents.</p> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD discipline policies emphasize alternatives to exclusionary discipline to help reduce SCUSD’s reliance on ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement in general and particularly with regard to Black students and Black students with disabilities.</p>	<p>First reading: January 15, 2025</p> <p>Adoption: March 15, 2025</p>	<p>One time</p>

<p>5. SCUSD shall create and enforce the calibrated use of a districtwide system (with clearly defined terms distinguishing between Proactive (preventative – before behaviors causing removal) vs reactive (responsive after behaviors causing removal) and punitive vs restorative to track and monitor every instance (all types of removal) that a student is removed from the classroom or instructional time or receives a punitive consequence on the basis of behavior (e.g., office referral, informal suspension, “buddy rooms,” detention, etc.). This system will connect with the district’s student information system (and if different, to the larger knowledge management system) to enable centralized monitoring at the student and school level and will utilize a form (e.g., “Behavioral Referral Form”) that includes:</p> <p>(a) student’s name/identifying information, (b) referrer’s name (e.g., teacher), (c) the behavior precipitating the exclusion from instructional time, (d) a listing of all interventions attempted prior to the referral out, (e) the referrer’s recommended office action (e.g., restorative process, time-out, detention, sent home, suspension, etc.), and (f) estimated instructional time to be lost.</p> <p>Implementation of the new form and procedure will, at minimum, roll out in annual cohorts of 25 sites each and across the district. This data will be required to establish a baseline and additional actions – and to maintain the data each year after baselines have been established.</p> <p>IM must review and approve the monitoring system that the District creates. District and IM will collaborate to update sequencing, metrics or other improvements - if needed – for cohorts 2 and 3.</p>	<p>The district is able to monitor all behavioral referrals that result in lost instructional time and improves its ability to monitor disparities in behavioral referrals by race, disability, school, and class.</p>	<p>System and Form completed and implemented, at minimum, with the first cohort of 25 schools by Sep 30, 2024</p> <p>Training completed by Dec 1, 2024 and by Sep 1 for following years.</p> <p>Data collected and reported monthly.</p> <p>District and IM will collaborate on improvement annually before May 1</p>	<p>One time</p> <p>Annually through 2028-2029 school year</p> <p>Monthly through 2028-2029 school year</p> <p>Revisited and finalized annually by May 1</p>
<p>6. SCUSD shall develop, review with all schools annually, and enforce the fidelity of using and abiding by a procedural manual and discipline/ intervention matrix (see</p>	<p>Revised discipline policies are clearly delineated to assist school personnel in</p>	<p>Draft - Oct. 15, 2024</p>	<p>PD delivered</p>

<p><a href="#">Sample Behavior Matrix from Alameda Unified 2023–2024</a>) to guide site administrators when issuing school discipline (i.e., ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement) compliant with California Education Code (including 48900) and including but not limited to, first issuing alternatives to suspensions or OMCs (consistent with MTSS and restorative practices over punishment), notification to parents, and an appeal process, as well as data entry and maintenance procedures. School practices must be guided by larger district matrix/ system to allow comprehensive data analysis.</p> <p>Procedures must include a process for collecting and recording implementation and fidelity of these practices for each school and across the district to be reported to IM monthly.</p> <p>Manual and related policies must ensure attention to equitable and just outcomes and consistency and accountability across the district. Manual and related policies must include tracking and accountability mechanisms for ensuring fidelity of use across the district.</p> <p>As with all in this plan, manual and related policies must explicitly commit to anti-bias/anti-racist and restorative practices and results.</p> <p>Revised procedural manual must be approved by IM prior to adoption by district.</p>	<p>implementing the revised disciplinary approach.</p>	<p>Final - Jan 15, 2025</p> <p>PD for first Cohort completed by Mar 15, 2025</p>	<p>Annually by Aug 31</p> <p>Monthly reporting through 2028-2029 school year</p>
<p>7. The parties shall develop a script (and SCUSD develop a related policy) to be followed and to be referenced verbally (when meeting in person) and shared in writing (in the family's home language) with parents by the site administrator or administrative designee whenever a Student with Disabilities and/or Black student is being recommended for suspensions, expulsions/ disciplinary transfers, referred to law enforcement, or subjected to a</p>	<p>Families whose Black students and SWD are being referred for suspension and expulsion, and school administrators who are making these referrals, are all fully aware of the district's prior pattern and efforts to remediate.</p>	<p>Aug 30, 2024</p>	<p>Annual at Aug PD through 2028-2029 school year.</p>

<p>restraint. The developed script is to make clear, among other things, that the district is facing a history of, and seeking to reduce the practice of, bias as evidenced by disproportionately referring or engaging Students with Disabilities and/or Black students being disproportionately referred for suspensions, expulsions/ disciplinary transfers, restraints, and law referrals. This script will also advise parents of the process administrators are required to take, such as considering other means of correction, to provide for transparency and accountability. Key elements of the script must also be written in the disciplinary form. Specific language for this script must be approved by IM prior to adoption by the district.</p>			
<p>8. SCUSD shall require site administrators to review and sign off on monthly, site-level data reports – including monitoring mechanisms, counselor notes, School-Wide Information System (SWIS) data reports, discipline reports (including behavior referral forms, OSS, ISS, OMC, expulsion, behavior hearings, involuntary and voluntary transfers, referrals to law enforcement, and detention lists) disaggregated by race/ethnicity, disability, and EL status—prepared by the central office. Signature must be accompanied by district created and IM approved statement verifying each site administrator has reviewed monthly data for a purpose aligned with goals of this settlement. District will submit data to IM monthly.</p>	<p>Site administrators are able to closely monitor disciplinary actions and ensure that data reported to the central office and state are accurate.</p>	<p>Approved process, format and calendar due Aug 19, 2024.</p> <p>Monthly reports starting October 2024.</p>	<p>One time approved process, format and calendar.</p> <p>Monthly reports through 2028-2029 school year.</p>
<p>9. SCUSD shall form a district committee comprised of school and community representatives to define and review effectiveness of its policy requiring an MDR for students with disabilities with six (6) days or less of suspension through data-driven and evidence-based analysis. The committee will make recommendations – including whether or not to continue, eliminate, or change the policy as well as</p>	<p>The district is able to determine whether or not discipline being imposed on students with disabilities is appropriate (i.e., whether misconduct is a manifestation of the student's disability) in a timelier manner.</p>	<p>Formation of committee: Oct 15, 2024</p> <p>Report out recommendations: March 15, 2024</p>	<p>At least monthly meetings</p>



how to report and review future data to the IM for approval.			
10. SCUSD shall create (for approval from the IM) and conduct an annual parent/ family and secondary student survey (at least 50% participation) in all of the county's threshold languages to gauge student and family experiences, including whether the agreed upon statement/ script from action item #7 above was read AND distributed whenever SWD and Black students were referred for suspensions, expulsions/ disciplinary transfers, restraints, and law enforcement referrals.	SCUSD and the IM will have data to measure impact in creating more positive and well-informed experiences among parents/ families.	Survey approved by Dec 15, 2024 Data collected/ submitted annually by Apr 1	Annually through 2028-2029 school year
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
11. IM shall establish (policy and target) outcomes in one or more areas of in-school disciplinary removals based on onsite monitoring.	To establish outcomes for in-school disciplinary practices, the IM requires additional data that can be obtained only through onsite visits.	By Dec 1, 2024	One time
12. IM will conduct monthly data validation audits of all discipline data (including all behavioral referrals resulting in lost instructional time or punitive consequences, one-time and long-term suspension, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement), including reviews of behavior supports for students with disabilities experiencing one or more periods of suspension or OMC. <sup>3</sup> (These data will be compiled and submitted to IM each month.)	The IM is able to authenticate data quality while also monitoring improvements in disciplinary practices and progress toward reduced disparity. Monthly data validation audit will take place over 2 full days of collaboration each month, for the IM team, not including preparation or planning.	Starting 2024-25 school year with reports submitted by 15th of following month	Monthly through 2028-2029 school year.
13. IM will monitor MDRs in IEPs to ensure they are held in a timely and objective manner, with emphasis on providing behavioral and social-emotional supports for students experiencing long-term removals (i.e., 6 cumulative days of suspension).	The IM is able to monitor the implementation of MDRs and ensure that they align with policy. This will be part of the monthly data validation audit that will take place over 2 full days	Starting 2024-2025 school year; Reports submitted by 15th of	Monthly through 2028-2029 school year

<sup>3</sup> In all data validation audits, the IM team will look at data entered into the student information system, obtain data from any site-level monitoring systems, review other records (e.g., suspension notice forms, LRE reports, IEPs, 504 Plans, etc.), and compare these sources to determine if school personnel are entering data accurately, consistently, and completely.

	of collaboration each month, for the IM team, not including preparation or planning.	following month	
14. IM will investigate and monitor onsite disciplinary practice, including ISS, OMCs, teacher-issued period suspensions/ detentions, expulsions, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement, to determine whether disparities exist for students with disabilities and Black students with disabilities. District will ensure submission of this data, to include site-level data, monitoring mechanisms, looking at Student Information System (SIS) data including counselor notes, suspension notice forms, detention lists, etc.	The IM is able to visit sites to verify disciplinary practices.	Benchmark setting by Nov 15, 2024 and then monthly submission of data reports	Monthly through 2028-2029 school year
15. IM will work with SCUSD's MTSS subcommittee to establish a rubric and will use the rubric to review the effectiveness of districtwide MTSS and alternatives to suspension at schools, which may include, but are not limited to, restorative practices and Positive Behavior Interventions and Supports, and will update the action plan as a result of these findings.	The IM is able to monitor success in the implementation of evidence-based systems of support and alternatives to exclusionary discipline.	By Nov 15, 2024	One time
16. IM will review annual Professional Development (PD) agendas in which school administrators receive instructions that they must reference verbally (when meeting in person) and share in writing (in the family's home language) the suspension disproportionality statement whenever a SWD or Black student is referred for suspensions, expulsions/ disciplinary transfers, restraints, and law referrals.	The IM is able to monitor the district's compliance in delivering this message to school administrators.	Annually by Sep 15	Annually through 2028-2029 school year
17. IM to approve family survey. IM will analyze the data with school and community partners.	The IM is able to monitor success in creating more positive and well-informed experiences among parents/ families.	Dec 15, 2024 Apr 30 annual	Annually through 2028-2029 school year

## Directives 3, 4, and 5: Reduce Segregation of Students with Disabilities and Black Students with Disabilities

*3. Substantial reduction in the placement of students with disabilities in segregated settings*

*4. Substantial reduction in the placement and/or disproportionate placement of Black students with disabilities in segregated settings*

*5. Substantial increase in the placement of students with disabilities, in particular Black students with disabilities, in inclusive and integrated classrooms, schools, and school settings in the Least Restrictive Environment (“LRE”), as measured by the percentage of time outside of the general education setting*

### Baseline Data Findings

LRE data do not appear reliable for establishing outcomes, which necessitates the aforementioned review of cases and focus groups. Despite questions that analysts continue to have on the accuracy of SCUSD’s LRE data, trends and patterns indicate that Black students with disabilities are at higher risk for being placed in more restrictive environments.

For example, and specifically, John Morse Therapeutic Center had an enrollment of 39 students at the end of the 2022–23 academic year, and key informants from the district have stated that parents often feel forced to accept this placement and that the district uses the site for removal of students experiencing behavioral difficulties.

### Actions and Targets

The district must review and revise policies, procedures, and practices pertaining to LREs for students with disabilities, with special attention to Black students with disabilities. Actions listed in the table below require the district to revise policies and procedures; address the placement of students with disabilities and Black students with disabilities in more restrictive placements through an LRE analysis process based on the four-prong test established by SCUSD v. Rachel H.; institutionalize new LRE practices within systems and through Professional Development (PD); devise a framework, standards, and plans for more inclusive education and for the closure, restructuring, or reconstituting of fully segregated school sites; and build capacity for more inclusion through staffing and evidence-based reading programs. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The actions are designed to move the district away from its use of segregated settings for all students with disabilities, with a particular focus on Black students with disabilities, with the intention of effecting the following measurable targets.

- F.** *By the end of the 2028–29 school year, 50% of schools will have full inclusion co-teaching model programs.*
- G.** *By June 2025, SCUSD will adopt a rubric to delineate criteria for closing programs that are deemed ineffective and “culturally destructive.”*
- H.** *Based on reliable 2024-25 data (submitted by March 1, 2025), and analyzed by IM (May 15, 2025), fully segregated school sites that have met the standard for closure in the rubric designed in Action #9, will be closed by the end of the 2025–26 school year.*

Table 4: Overrepresentation In More Restrictive Placements (Least Restrictive Environment [LRE])			
Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall provide to the IM updated and complete student files in electronic format for students from February 27, 2024 request. This will include, specifically:</p> <ul style="list-style-type: none"> <li>▪ IEPs and detailed class schedules (period by period, including elementary school students) for fall 2023 for students listed in February 27 request.</li> <li>▪ In addition to latest IEP, psychoeducational assessment reports, and pre-referral forms (i.e., SSTs) for students listed.</li> </ul>	<p>Accurate and timely file reviews inform accurate and realistic baselines and progress findings.</p>	<p>Sep 1, 2024</p>	<p>One time</p>
<p>2. SCUSD shall review, analyze, and revise/ update as needed all relevant policies, associated ARs, and district procedures (i.e., the following BPs and associated ARs) corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district, to include ensuring the use of a Least Restrictive Environment (LRE) analysis process/ checklist developed by SCUSD and approved by the IM (see Table 6 pertaining to Directives 7, 8, and 9).</p> <ul style="list-style-type: none"> <li>▪ BP &amp; AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements)</li> <li>▪ BP &amp; AR 6159, 6159.4 Nonpublic, Nonsectarian School And Agency Services For Special Education</li> </ul>	<p>SCUSD LRE policies and practices follow a clear checklist protocol to promote consistent and unbiased decision-making.</p>	<p>Draft for Approval – Nov 15, 2024</p> <p>First Reading – January 15, 2025</p> <p>Adoption – March 15, 2025</p>	<p>One time</p>

<p>All revised policies and procedures must be approved by IM prior to adoption. (See <a href="#">sample checklists</a> as examples for SCUSD to adapt.)</p>			
<p>3. SCUSD shall review, analyze, and revise/update policy requiring schools to implement the LRE analysis process at every IEP meeting – to include explicit efforts to gather information from family/participants. Revised policies and procedures must be approved by IM prior to adoption by district.<sup>4</sup></p>	<p>LRE analysis process (checklist) is not optional and is implemented consistently across the district.</p>	<p>Oct 1, 2024</p>	<p>One time</p>
<p>4. SCUSD shall review, analyze, revise, and improve a procedural manual on the Least Restrictive Environment (LRE) analysis process, determining LRE time, and data recording practices. The LRE analysis process must be based on the four-prong test established by SCUSD v. Rachel H. The manual must be approved by IM prior to adoption by district.</p>	<p>Revised LRE policies and processes are clearly delineated to assist school personnel in implementing an approach that minimizes the use of segregated settings, seclusion, and other restrictive practices and environments.</p>	<p>Oct 1, 2024</p>	<p>One time</p>
<p>5. SCUSD shall review to develop and/or improve an interactive professional development (PD) plan (materials, trainings, schedules) for all key personnel (administrators, school psychologists, behaviorists, program specialists, teachers of students with disabilities, etc.) across at least current and past cohort schools and districtwide, regarding the LRE analysis. This training must include an assessment to measure impact. Final plan must include input from plaintiffs (i.e. committee, oversight committee review and input) and must be approved by the IM prior to adoption by district. Until the IM is asked for additional support to complete any actions, the assumption is that the district will determine how to ensure authentic input from plaintiffs in its plan to be approved by the IM; these can include well-facilitated and documented focus groups, district committees, partnering with</p>	<p>Key district personnel (e.g., school psychologists, administrators, and SpEd educators) are trained to implement new LRE procedures.</p>	<p>Plan annually by Sep 1, 2024  Trainings by Oct 15, 2024  Then trainings annually by Sep 1</p>	<p>Annually by Sep 1 through 2028-2029 school year</p>

<sup>4</sup> G. Peters, SF-CESS, Version 1, 2005-2020 (Based on Cultural Proficiency: A Manual for Leaders, Lindsey, R.B., Robins, K.N., Terrell, R.D., Corwin Press Inc., 1997)

<p>an outside agency who will collaborate with plaintiffs, etc.</p>			
<p>6. SCUSD shall develop and/or revise and improve a PD plan (materials, trainings, schedules) on inclusive practices for all teachers across at least current and past cohort schools and district representatives; plan should be devised based on schoolwide data and input from educators and plaintiffs. This training must include an assessment process to measure impact.</p> <p>District must collect and report attendance and assessment/impact data for IM to monitor in accordance with the PD schedule.</p> <p>Plan must be reviewed and approved by the IM prior to adoption by district. Focus will be on cohort schools, evolving to all schools over three years.</p>	<p>All teachers are trained to understand the importance of and implement inclusive practices.</p>	<p>PD plan approved by October 1, 2024.</p> <p>Training started within Semester 1, 2024-2025 school year.</p>	<p>PD delivered annually to future cohorts by Sep 15 through 2028-2029 school year</p>
<p>7. SCUSD shall embed the LRE analysis form in Special Education Information System (SEIS) as a part of each student’s IEP.</p> <p>SCUSD shall provide, ensure and communicate that the LRE analysis form is not additional work but more effective and required work.</p>	<p>Every assessment, including those conducted for Black students, are guaranteed to follow the LRE analysis process (checklist).</p>	<p>Form completed and approved by Aug 21, 2024</p> <p>Communicated to staff to be used by September 15, 2024</p>	<p>One-time embedding Annual PD/communicate each Aug through 2028-2029 school year</p>
<p>8. SCUSD shall establish a framework and plan for developing fully inclusive schools (at least including and using a co-teaching model) based on feeder patterns. This plan must detail the allocation of resources needed to ensure alternatives (to the use of segregated settings) are truly inclusive and accommodating, that they support student success, and that they support staff to provide inclusive environments.</p> <p>Framework and plan must be approved by IM prior to adoption by district.</p>	<p>The district has thoroughly analyzed its resources, needs, and assets (as well as feeder patterns) to develop a reasonable, feasible, and responsive framework that will guide fully inclusive schools.</p>	<p>Nov 15, 2024</p>	<p>One time</p>

<p>9. SCUSD shall establish a district committee led by the IM (comprised of school representatives, District representatives, and community representatives) charged with analyzing data around the use of SCUSD fully segregated school sites and immediately following such analysis developing standards / rubric for the restructuring, or reconstituting, or closure of fully segregated school sites (e.g., John Morse Therapeutic Center and Mark Hopkins Elementary School) – while ensuring a continuum of effective placements and options for students pursuant to the requirements of the IDEA. The criteria and plan shall clearly delineate the requirement that resources be allocated to support the academic, behavioral, and social- emotional needs of students, including such needs of students who would be displaced by such restructuring, reconstituting, or closure. The criteria and plan must be approved by IM prior to adoption by district.</p> <p>The criteria and plan must be approved by IM prior to adoption by district.</p>	<p>The district has established clear criteria for the closure, restructuring, or reconstituting of fully segregated school sites, with the specific intention of reducing the district’s reliance on more restrictive environments.</p>	<p>Committee established by Sep 1, 2024</p> <p>Criteria and plan submitted by Nov 15, 2024</p> <p>Rubric-related data due by Mar 1, 2025</p>	<p>One time</p>
<p>10. The Independent Monitor shall propose a clearly defined job description for the position of SCUSD's Reading Specialist. The District shall then create a committee responsible for reviewing the Independent Monitor's proposed job description and may propose revisions to the job description. The Independent Monitor must approve the job description. Upon final approval of the job description by the Independent Monitor, the committee shall then develop: 1) an infrastructure for, and adopt and support with fidelity and resources (training, staffing, materials, etc.), an evidence-based reading curriculum; 2) a recommendation of a ratio for the hiring of reading specialists to focal students; and 3) a plan to implement the foregoing. It is the responsibility of the committee to clearly define the term "focal students" for the context and purpose of the plan. The definition of "focal students," criteria, and plan must be approved by the</p>	<p>The district has sufficient reading specialists to support literacy gains for students struggling to achieve grade-level standards.</p>	<p>Dec 1, 2024</p>	<p>One time</p> <p>Reviewed annually by Apr 30 through 2028-2029 school year</p>

Independent Monitor prior to adoption by the District. The District must then implement the plan.			
11. SCUSD shall propose a clearly defined job description and job title for the purposes of the hiring of inclusion specialists to support teachers and staff in the development of inclusive practices and utilization of the rightful presence framework. The job description and job title shall be subject to approval by the IM. Upon final approval of the job description by the IM, the District shall then establish a committee to review the job description and develop accordingly: 1) an evidence-based infrastructure for training, staffing, and resources for the specialist; 2) a recommendation for a ratio of hiring of the position to focal students; 3) a definition of "focal students" and 4) a plan to implement the foregoing. The recommendations and developments must be approved by the IM prior to final adoption and implementation of the plan by the District.	The district demonstrates commitment to increasing the proportion of inclusion specialists vis-a-vis the size of the student body.	Sep 15, 2024	One time Reviewed annually by Apr 30 through 2028-2029 school year
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
12. IM team will develop data collection instruments to conduct validation audits on LRE data. <sup>5</sup>	The IM is able to authenticate data quality while also monitoring progress toward reduced disparity.	Sep 15, 2024  Then annually by Sep 1	One Time with annual review through 2028-2029 school year
13. IM will monitor compliance with the LRE analysis checklist on a quarterly basis.	The IM is able to monitor success in the implementation of the adopted LRE analysis process (checklist).	Quarterly by Oct 1, Jan 1, Apr 1, Jun 1	Quarterly through 2028-2029 school year

<sup>5</sup> In these validation audits, the IM team will look at class schedules and compare against LRE time in IEPs to determine whether data are entered accurately, consistently, and completely.



<p>14. IM will conduct LRE walks, using an IM-developed protocol, at a sample of approximately 25% of the district's schools, across elementary and secondary sites, across a broad geographic spread, and along the range of more inclusive and less inclusive sites. Sites will be identified collaboratively between IM and SCUSD (or randomly selected).</p>	<p>The IM has access to additional information to determine the state of each school's readiness for integrating students with disabilities into the general education environment.</p>	<p>Starting Oct 1, 2024</p>	<p>One time per school site, one 25-site cohort per year through 2028-2029 school year</p>
<p>15. IM will review meeting notes and/or observe PD planning process to ensure PD for inclusive schools is informed by data and input from educators and plaintiffs.</p>	<p>The IM is able to ensure that educators and plaintiffs have input into the data-informed PD plan.</p>	<p>Sep 15, 2024</p>	<p>One time</p>
<p>16. IM will review records and post-training evaluations for PD for inclusive practices.</p>	<p>The IM is able to ensure that PD for inclusive practices is delivered to all teachers effectively.</p>	<p>Annually by Sep 15</p>	<p>Annually through 2028-2029 school year</p>
<p>17. IM will use rubric designed in action item #9 above to assess fully segregated school site data and determine where each school site is assessed including if a school site is required to be closed and by when.</p>	<p>The IM (and ultimately SCUSD) is able to remove segregated sites that do not demonstrate a commitment to antiracist, high quality, options and results only for students.</p>	<p>Annually by Mar 1</p>	<p>Annually through 2028-2029 school year</p>

## Directive 6: Reduce Bullying and Harassment of Students with Disabilities and Black Students with Disabilities

*6. Substantial reduction in incidence of and disproportionality in bullying and harassment of students with disabilities and Black students with disabilities and staffing and structures, including delineated staff responsibilities and duties, to support a functional and robust system that properly responds to, remediates, and prevents the bullying and harassment of students with disabilities and Black students with disabilities; analysis regarding the foregoing shall include addressing the effectiveness of school safety plans and their implementation*

### Baseline Data Findings

Although there were no recent data findings to enable a specific data target in terms of reducing disproportionality (because few districts or sites monitor the demographics and disabilities of bullying targets), the IM did discover that the California Healthy Kids Survey (CHKS) [report for Sacramento City Unified](#) from 2019–20 shows (on Table A9.7 on page 54) that Black/ African American students had higher-than-average percentage rates of experiencing bullying or harassment in 7th, 9th, and 11th grades (overall 33, 32, and 29; Black 39, 34, and 37, respectively). A more recent CHKS report could shed light on the issue and help the IM set a target. Any bullying data that the district maintains would also be useful in this.

### Actions and Targets

The district must review, revise, and monitor practices designed to prevent, respond to, and remediate bullying and harassment in general and with respect to students with disabilities and Black students with disabilities; develop a corresponding procedural manual; and improve its data collection processes vis-a-vis instances of bullying and harassment. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets during the five-year period designated by the settlement agreement. It should be noted that because sufficient baseline data were not available, these targets may be modified as the IM gathers more reliable data.

- I. Reduce instances of bullying and harassment overall by 10% every year.*
- J. Reduce instances of bullying and harassment targeting Black students and students with disabilities by 20% every year.*

Table 5: Disproportionate Bullying			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide initial data to and collaborate with the IM and Oversight Committee to establish baselines, goals, and actions related to disproportionality for SWDs, Black SWDs, and Black students.	SCUSD must have baseline data, goals, and actions to transform inequitable disproportionality in bullying and harassment.	Sep 15, 2024	One time
2. SCUSD shall establish, train staff, and enforce the use of a system to collect and report reliable and consistent bullying and harassment data across all schools – including demographics that allow data to be broken down to identify disproportionality as it relates to any students – and in particular SWDs, Black SWDs, and Black students, as well as actions and impact data. Data should allow SCUSD and IM to distinguish not only demographic patterns, but also frequency of incidents/ parties as represented in data. Data collection should also include summary of incident and outcome/ consequences (including discipline) that resulted from incident.  Plan must be approved by IM prior to adoption by district.	SCUSD must have baseline data, goals, and actions to transform inequitable disproportionality in bullying and harassment.	Nov 1, 2024	One time Reviewed annually Data to be provided monthly as part of discipline data reports through 2028-2029 school year
3. SCUSD shall review Bullying and Harassment policies (i.e., the following BPs and associated ARs: 5145.1, 5145.3, 5145.7, 5145.9) through at least three community sessions (to include families, students, staff, and community) where current data shall also be reviewed. These sessions shall be co-sponsored with the Black Parallel School Board to ensure high levels of parent/ family involvement.	The SCUSD community has an authentic opportunity to review bullying and harassment data and weigh in on district policies related to bullying.	Jan 09, 2025	One time
4. Using data from community sessions/ action item #2 above, SCUSD shall develop revised policy/ policies, compliant with CA Ed Code, ensuring that bullying policy does not espouse “zero tolerance” policies, which have been shown to increase use of exclusionary discipline, often to the	SCUSD bullying and harassment policies are revised to ensure they align with best practices for responding to, remediating, and preventing the bullying and harassment of all students, particularly those	Draft by Nov 15, 2024  Final by Jan 9, 2025	One time

<p>detriment of students with disabilities and Black students.</p> <p>Any revised policies shall apply to bullying and harassment perpetrated by SCUSD staff and SCUSD students alike.</p> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>with disabilities and Black students with disabilities.</p>	<p>Adoption by Mar 5, 2025</p>	
<p>5. SCUSD shall develop a procedural manual, compliant with CA Ed Code, to guide school staff on how to prevent and respond to bullying and harassment in evidence-based, community-building, empathy-focused, and restorative ways that specifically reduce the likelihood of bullying against students with disabilities and Black students with disabilities; SCUSD shall ensure that practices are consistent across the district. The procedural manual must be approved by IM prior to adoption by district.</p>	<p>SCUSD has consistent and clear procedures for the prevention, response, and remediation of bullying and harassment, which include clearly delineated staff responsibilities and duties.</p>	<p>Nov 15, 2024</p>	<p>One time</p>
<p>6. SCUSD shall ensure there is an IM approved system for accurately monitoring bullying and harassment data at every site (at minimum, in current and past cohorts of 25 sites each and across the district), including the collection of demographics for who is accused of and who is being targeted in bullying and harassment incidents. This system must be approved by the IM prior to adoption.</p>	<p>All site administrators within SCUSD have received instruction and training in how to accurately monitor bullying and harassment data.</p>	<p>Oct 31, 2024</p>	<p>One time</p>
<p>7. SCUSD’s Bullying Prevention Specialist (or their supervisor or whatever position is leading Bullying Prevention efforts) shall participate in Oversight Committee (to meet weekly) and design/ facilitate monthly data validation audits with site leaders to ensure bullying and harassment monitoring is occurring and being used to inform leadership and its decisions at all school sites (at minimum in cohorts of 25 sites, reaching all schools over three years) and that they include the aforementioned details. Data report plan and validation audit protocol to be approved by the IM prior to adoption.</p>	<p>Monthly audits of data (which may necessitate empathy interviews) ensure that detailed bullying and harassment data are being collected and monitored consistently across all SCUSD sites.</p>	<p>Starting 2024-2025 school year</p>	<p>Monthly through 2028-2029 school year</p>

**SCUSD shall enable the IM access required to conduct the following monitoring activities:**

<p>8. After initial data review, IM will monitor SCUSD’s monthly bullying and harassment data (current and past cohort schools and across district) to ensure bullying and harassment monitoring is occurring at all school sites and that it includes the aforementioned details. (This data will be provided by the district each month.)</p>	<p>Monthly audits of data (which may necessitate empathy interviews) ensure that detailed bullying and harassment data are being monitored consistently across all SCUSD sites.</p>	<p>Starting 2024-2025 school year</p>	<p>Every two months through 2028-2029 school year</p>
<p>9. IM will conduct systematic review and follow-up of all school safety plans to check for comprehensiveness and consistency of implementation, particularly in regard to the prevention, response, and remediation of bullying and harassment.</p>	<p>School safety plans at every SCUSD site clearly articulate strategies and policies to prevent and respond to potential incidents of bullying and harassment in all of its forms, particularly in regard to students with disabilities and Black students with disabilities.</p>	<p>Annually by Sep 30</p>	<p>Annually through 2028-2029 school year</p>

## Directives 7, 8, and 9: Comply with Child Find Obligations re: Over & Under-Identification of Black Students to SpEd and Timely Referrals

*7. Compliance with Child Find obligations, including in a manner that appropriately identifies Black students with disabilities without over-identifying or under-identifying Black students for special education and particular disability categories*

*8. Compliance with obligation to refer students suspected of having a disability for special education assessment in a timely manner, analysis of which shall include the efficacy of and need for Student Study Teams*

*9. Substantial reduction in over-identification or under-identification of Black students for special education*

### Baseline Data Findings

Overall risk of identification for Special Education is higher in SCUSD than in the state of California or the nation. Black students have a risk ratio over 3.0 for Emotional Disturbance (ED) and Other Health Impairment (OHI), demonstrating significant disproportionality within those categories. Further analysis demonstrates significant disproportionality among English Learner (EL) students (particularly those who are Hispanic and Hmong-speaking) as well, suggesting that assessment procedures within the district require substantial investigation and revision.

#### Overall Risk for SpEd Identification

- SCUSD risk for SpEd identification: 17.0%
- California: 13.0%
- National: 15.0%

#### **SCUSD Disproportionality Data:**

##### Black Students' Risk for SpEd Identification

- Black student proportion of total enrollment: 12.6%
- Composition Index: 19.0%
- Black student risk for SpEd identification: 25.6%
- Black student Risk Ratio for SpEd identification: 1.63

##### Emotional Disturbance (ED)

- Overall risk for ED identification: 0.46%
- Black student proportion of total enrollment: 12.6%
- Composition Index: 29.4%
- Black student risk for ED identification 1.1%

- Black student Risk Ratio for ED identification: **3.31**

#### Other Health Impairment (OHI)

- Overall risk for OHI identification: 2.55%
- Black student proportion of total enrollment: 12.6%
- Composition Index: 28.3%
- Black students risk for OHI identification: 5.8%
- Black student Risk Ratio for OHI identification: **3.12**

#### Intellectual Disability (ID)

- Overall EL risk of ID: 0.21%
- EL Hispanic students' risk for ID: 0.32%
  - Risk ratio: **2.28**
- EL Hmong risk 1.05%
  - Risk ratio: **5.56**

#### Specific Language Impairment (SLI)

- Overall EL risk of SLI: 0.82%
- EL Hispanic students' risk for SLI: 1.38%
  - Risk ratio: **3.24**
- EL Hmong risk for SLI: 3.30%
  - Risk ratio: **4.48**

#### Specific Learning Disability (SLD)

- Overall EL risk of SLD: 1.78%
- EL Hispanic risk for SLD: 3.30%
  - Risk ratio **4.48**
- EL Hmong risk for SLD: 6.75%
  - Risk ratio: **4.17**

#### Autism Spectrum Disorder (ASD)

- Overall EL risk for Autism (ASD): 0.55%
- EL Hmong risk for Autism: 2.2%
  - Risk ratio: **4.57**

### **Actions and Targets**

The above-listed figures suggest that racial bias and language barriers may be leading SCUSD to mis-identify some students as having a disability that they may not have. The district must improve its systems for special education identification and IEP reviewing practices, including but not limited to enhanced translation and

interpretation services. Actions listed in the table below require the district to revise policies and procedures; develop a procedural manual; institutionalize new practices within systems and through Professional Development (PD); and build capacity for linguistic access in special education processes. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality, and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

- K.** *Reduce the risk or rate of special education identification for Black students to 13% or less. This constitutes approximately a 50% reduction to current rates in SCUSD.*
- L.** *Decrease the overall rate of special education identifications to 13%, comparable to the state average. This constitutes approximately a 25% reduction.*
- M.** *90% of all students referred for special education will demonstrate compliance with the comprehensive evaluation checklist.*
- N.** *Reduce the risk or rate of ED identification for Black students to 0.55% or less. This constitutes a 50% reduction.*
- O.** *Increase the percentage of Black students with ED receiving counseling (minimum 30 minutes per week) and BIPs to 90% or greater.*
- P.** *Reduce the risk or rate of OHI for Black students to 3.8% or less. This constitutes a 35% reduction.*
- Q.** *Increase the percentage of Black students with OHI receiving counseling (minimum 30 minutes per week) and BIPs to 60% or greater.*
- R.** *Reduce the risk or rate of special education identification for EL Hispanic students and EL Hmong by implementing the CEP-EL process to all students with 90% compliance for all EL students.*
- S.** *Every year, a majority of parents/families and secondary students responding to the survey, for whom the question is relevant, indicate that the statement pertaining to the district’s prior pattern and efforts to remediate was read.*

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall provide to the IM updated and complete enrollment data of all students originally requested in February. Specifically, this includes previously required data related to enrollment data for students with 504 plans and all requested	Accurate, calibrated, and timely data supports developing relevant benchmarks, goals, and progress findings.	Sep 15, 2024	One time Annually; after that by June 30 through



<p>data for End of Year (EOY) 2024. Specifically,</p> <ul style="list-style-type: none"> <li>▪ EOY enrollment data for all students with disabilities (SIS and SEIS), including SSID, District ID, last name, first name, date of birth, gender, race, school location code and the following: <ul style="list-style-type: none"> <li>○ Special Education program code (SDC, RSP, NPS, etc.)</li> <li>○ Designated instruction and services (DIS) service codes (i.e., counseling, speech and language, OT, etc.)</li> <li>○ Behavior Intervention Plans (yes or no)</li> <li>○ EL status</li> </ul> </li> <li>▪ A list of students with 504 Plans with SSID, last name, first name, date of birth, race, gender, grade, and location code</li> <li>▪ List of all schools with special education programs currently available (i.e., RSP: 2 classes, SDC-ED: 1 class, SDC-ID: 1 class)</li> <li>▪ List of schools that have a full-inclusion special education delivery model</li> </ul>			2028-2029 school year
<p>2. SCUSD shall review and revise/ update as needed, all existing Board policies, associated ARs, and procedures corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district and pertaining to Special Education identification and review processes to ensure they align with legal requirements, best practices (including parent/ family engagement and translation/interpretation), and a focus on equitable access and results.</p> <ul style="list-style-type: none"> <li>▪ BP and AR 0403, 4112.23, 6146.4, 6159, 6159.1, 6159.4, 6162.5, 6164.4, as well as,</li> <li>▪ AR 4212.22, Staff Teaching Students Of Limited English Proficiency (as it relates to students with disabilities)</li> <li>▪ BP &amp; AR 6164.5, 6164.6, Student Success Teams</li> </ul> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD policies conform to current law and ensure that assessments are conducted, and services are delivered in an equitable manner (including parent/ family engagement and translation/ interpretation) to reduce the likelihood of over- or under-identification of students with disabilities, particularly with regard to Black students in OHI and ED categories.</p>	<p>Draft for Approval – Nov 15, 2024</p> <p>First Reading – Jan 15, 2025</p> <p>Adoption – March 15, 2025</p>	One time

<p>3. SCUSD shall develop a Comprehensive Evaluation Process checklist (to be approved by the IM). (See <a href="#">sample checklists</a>.)</p> <p>SCUSD shall develop a policy requiring schools to implement said checklist.</p>	<p>Every evaluation for Special Education uses a consistent process informed by a variety of data sources to make accurate and non-discriminatory decisions about a student's eligibility (or continuing eligibility), strengths, and disability-related needs.</p>	<p>August 19, 2024</p>	<p>One time</p>
<p>4. SCUSD shall develop and adopt a procedural manual to guide the field on the requirements of the comprehensive evaluation process, which shall include, among other things, procedures detailed in the <a href="#">CEP-EL manual</a> .</p>	<p>Translation and interpretation services are available for all Special Education evaluations of students who do not (and/or whose parents/guardians do not) have English fluency, thereby reducing the likelihood of over- or under-identification of disability.</p>	<p>Oct 1, 2024</p>	<p>One time</p>
<p>5. SCUSD shall develop and deliver annual training (materials and schedules) on the Comprehensive Evaluation Process checklist, Child Find, and general education interventions and referral mechanisms, such as SSTs, for all those responsible to facilitate referral, intervention, and assessment meetings. This will start with the cohorts and evolve to all necessary staff after three years.</p>	<p>SCUSD trains relevant school personnel (e.g., school psychologists, other SpEd assessors, administrators, and SpEd educators) in referral and assessment procedures.</p>	<p>November 15, 2024 for first year Annually by Sep 15 for following years</p>	<p>Training schedule re-issued annually through 2028-2029 school year</p>
<p>6. SCUSD shall embed the Comprehensive Evaluation Process checklist into SEIS as a part of each student's IEP.</p>	<p>Each student's evaluation for Special Education follows the checklist, and all results are Collected and monitored in SEIS.</p>	<p>Aug 30, 2024</p>	<p>One time</p>
<p>7. SCUSD shall establish edits on SEIS to 1) ensure IEP teams consider counseling and BIPs for students found eligible with ED or OHI and 2) ensure IEP teams consider second language acquisition factors.</p> <p>Revisions must be approved by IM prior to adoption by district.</p>	<p>SCUSD's SEIS reflects interventions and supports to promote more equitable assessment.</p>	<p>Aug 30, 2024</p>	<p>One time</p>
<p>8. SCUSD shall ensure the availability of bilingual school psychologists and other assessors sufficient to conduct assessments</p>	<p>Students in SCUSD receive equitable evaluation services for special education,</p>	<p>Annually by Sep 1</p>	<p>Annually through</p>

<p>and shall engage live interpreters for less common languages (see Tables 11 and 14 pertaining to Directives 15 and 18, respectively).</p>	<p>irrespective of their English language ability.</p>		<p>2028-2029 school year</p>
<p>9. SCUSD shall create a District Plan that empowers a diverse representation of staff (positions, identities) and families to develop and create, and implement an evidence-based support system (including a commitment to specific training and resources) for students who face emotional or academic barriers and who are not eligible for IEP's or 504 plans, with a specific focus on Black students who face emotional or academic barriers. The District Plan - inclusive of training and resource commitments - must be approved by the IM prior to adoption.</p> <p>In alignment with Directive 17, the District Plan and its related training and resources must have an explicit and intentional focus on culturally relevant and anti-racist practices.</p> <p>The District Plan must include at a minimum:</p> <ul style="list-style-type: none"> <li>• As part of a data-informed, district-wide MTSS system, annually identified and prioritized, Tiers 1, 2 and 3 strategies that are explicitly culturally proficient, anti-racist, and built from student asset mindset; and</li> <li>• A provision for individual Personal Learning &amp; Support Plans (PLSPs) (see <b>Appendix C</b>) to explicitly and intentionally identify individualized and asset-based supports for students who face emotional or academic barriers and are not eligible for IEP's or 504 plans; parents and guardians must have the right to review and participate in the decision-making regarding their respective students' PLSPs (see appendix for a template to be enhanced, personalized, and</li> </ul>	<p>Students in SCUSD receive equitable evaluation services for special education, irrespective of their English language ability.</p>	<p>Dec 1, 2024</p>	<p>Design/ Plan: One time; Reviewed annually</p> <p>Data provided to IM quarterly</p>

<p>adopted by SCUSD, and approved by the IM); *Please note: the example is from Success Academy, which is different than the Success Academy within SCUSD.</p> <p>This District Plan must include the collection and submission of impact data from educators and students disaggregated at least by race, gender, school, and grade. Specifically, the District must collect and report on fidelity of specifically adopted and employed, culturally responsive, and anti-racist Tiers 1, 2 and 3 supports and efforts as well as disaggregated data for who have been referred and provided these strategies as well as the progressive impact of these strategies and supports.</p>			
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**SCUSD shall enable the IM access required to conduct the following monitoring activities:**

<p>10. IM will monitor compliance with the Comprehensive Evaluation Process checklist for all Black students, EL students, and a sample of students from other race/ethnic groups. (This data will be provided by SCUSD monthly.)</p>	<p>The IM is able to monitor success in the district’s implementation of the adopted evaluation processes and checklists and efforts to remediate over- and under-identification of Black students in OHI and ED categories and over-identification of EL students in ID, SLI, SLD, and ASD.</p>	<p>Starting 2024-2025 school year</p>	<p>Monthly through 2028-2029 school year</p>
<p>11. IM will assess the school psychologist/ counselor to student ratio to ensure sufficient support staff to provide counseling and support the implementation of BIPs (see Table 11 pertaining to Directive 15).</p>	<p>SCUSD has sufficient staffing to ensure students’ BIPs are implemented properly.</p>	<p>Annually by Sep 1</p>	<p>Annually through 2028-2029 school year</p>
<p>12. Given access to people and data, IM will use file reviews and focus groups to assess the adequacy of implementation of English Language Development programs, including the availability of resources (in accordance with California Department of Education requirements for EL programming).</p>	<p>The IM is able to monitor success in the district’s programs and resources for EL students.</p>	<p>Initial assessment by Sep 15, then annually by May 1</p>	<p>Annually through 2028-2029 school year</p>

## Directives 10 and 12: Best Practices for IEPs and Timely and Appropriate FBAs and BIPs

*10. Development of best practices, compliant with state and federal laws, to develop individualized education programs (“IEPs”), conduct IEP meetings, and related processes, including but not limited to, increased transparency (e.g., parents are notified in advance of participants, receive information about their rights, programs and services); accessibility, including language access; involvement of parents/guardians, and where appropriate, students, as equal participants with the District; contacting methods to maximize parent/guardian participation; a decision-making process/checklist geared toward placement in LRE and high academic standards; and the inclusion of District staff knowledgeable about and with the authority to identify and allocate appropriate programs, services, supports, and placements for students with IEPs*

*12. Timely and appropriate Functional Behavior Assessments (“FBAs”) and development and implementation of Behavioral Intervention Plans (“BIPs”)*

### Baseline Data Findings

No baselines were obtained for the following:

- IEP practices
- Timely completion of initial, triennial, and annual review IEPs
- Parent/guardian participation at IEP meetings
- Students’ access to programming
- Language access including the timely translation of IEPs and provision of interpreters
- Timely and appropriate FBAs and BIPs

The absence of baseline measures necessitates the additional data request listed above in Table 2: Further data collection required as soon as possible.

### Actions and Targets

Despite the lack of baseline data, the following actions are important to ensure alignment with best practices. Actions listed in the table below require the district to improve its IEP processes, including but not limited to identification and evaluation, FBAs, and BIPs, and make improvements to parent/family communication through staffing and Professional Development (PD). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the measurable targets, which will be developed in detail once the IM obtains requisite data.

- T. By August 15, 2024, the IM will establish outcomes for parent/family participation, language access issues, and timeliness of FBAs and BIPs.*
- U. By August 15, 2024, the IM will establish outcomes for the timely completion of initial, triennial, and annual review IEPs.*
- V. Every year, increasing proportions of parents/family members and secondary students responding to the survey, for whom the question is relevant, indicate an understanding of IEP processes and resources.*

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall review, analyze, and revise/update as needed the following Board (policies), associated ARs, and practices corresponding to these specific directives to ensure attention to equitable and just outcomes and consistency and accountability across the district.</p> <ul style="list-style-type: none"> <li>▪ BP &amp; AR 6158, Independent Study (should address appropriateness of independent study for students with disabilities as educational and disciplinary placements)</li> <li>▪ BP &amp; AR 6159.2, Nonpublic, Nonsectarian School And Agency Services For Special Education</li> <li>▪ BP &amp; AR 6159.3, Appointment Of Surrogate Parent For Special Education Students</li> <li>▪ BP &amp; AR 6164.5, Student Success Teams</li> </ul> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD policies and practices help reduce SCUSD’s disproportionality and unequal access to assessments and services for SWD and Black SWD.</p>	<p>Draft - Nov 15, 2024</p> <p>Final - Jan 15, 2025</p>	<p>One time</p>
<p>2. SCUSD shall provide FBA and BIP files for review and analysis by the IM Team to establish baseline data and targets.</p>	<p>The district and IM Team require baseline data to establish realistic and informed targets and action plans.</p>	<p>All baseline data to be provided by Sep 1, 2024</p>	<p>One time</p>

<p>3. Intended as a reiteration of other actions listed in this action plan. SCUSD shall execute improvements to IEP, LRE, FBA, BIP, and Educationally Related Mental Health Services (ERMHS) processes as described in Tables 4, 6, 8, 9, 16, 17, and 18 and <b>Appendix D</b> of this action plan.</p>	<p>The district develops and implements best practices, compliant with state and federal laws, to ensure timely, effective, and unbiased IEP processes (e.g., family engagement, language access, LRE, academic support, inclusion, staff training, FBAs, and BIPs).</p>	<p>All baseline data to be provided by Sep 1, 2024</p> <p>See Tables 4, 6, 8, 9, 16, 17, and 18</p>	<p>See Tables 4, 6, 8, 9, 16, 17, and 18</p>
<p>4. SCUSD shall create a series of one-page<sup>6</sup> documents or cheat sheets to communicate and detail (across multiple languages) to parents essential information plainly and directly about IEPs, their timeframes, and processes for assessments, and to guide staff on what to do if a parent/guardian has questions or concerns, to be translated in all the county's threshold languages.</p> <p>Document must be approved by IM prior to adoption by district.</p>	<p>Parents/guardians have clear expectations, knowledge of resources, and an understanding of their and their children's rights as regards to special education.</p>	<p>Aug 30, 2024</p>	<p>Reviewed/updated annually through 2028-2029 school year</p>
<p>5. SCUSD shall repurpose staff or hire at least two district level parent/family liaisons across cultural (i.e. racial and linguistic) differences, to build community with students with disabilities and their families, prioritizing candidates with lived experience directly relevant to the settlement.</p>	<p>Students with disabilities and their parents/guardians are assisted in navigating IEP processes.</p>	<p>Hire family liaison by Sep 30, 2024</p> <p>Job description by Aug 30, 2024</p>	<p>One time</p>
<p>6. SCUSD shall develop and provide materials and training for front office staff (and anyone with a public-facing position at a school site or central office) so they can respond to parents/guardians (or direct them to appropriate resources) regarding IEP/504 assessment processes.</p> <p>Staff will be able to understand and provide to parents one-pagers with the required information (see Table 7.2).</p>	<p>The parents/guardians of students who may have disabilities are assisted in navigating IEP and 504 processes.</p> <p>Reduce barriers for parents who seek to learn about support for their children.</p>	<p>Professional learning plan or guidance submitted to IM by Sep 15 2024;</p> <p>IM approves plan by Sep 15, 2024;</p> <p>Training annually by Sep 15</p>	<p>Annually through 2028-2029 school year</p>

<sup>6</sup> "One-page" in this usage implies a short document that is easily accessible and understandable. It may need to be two pages (front and back of one sheet), for example, to do so.

<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
<p>7. IM will investigate data provided by SCUSD and develop baselines and outcomes in the following areas (see Table 2 for specific data needed from district):</p> <ul style="list-style-type: none"> <li>▪ IEP practices;</li> <li>▪ Timely completion of initial, triennial, and annual review IEPs;</li> <li>▪ Parent/guardian notification of and participation at IEP meetings (in addition to participation by school administrators<sup>7</sup>).</li> <li>▪ Program access;</li> <li>▪ Language access, including the timely translation of IEPs and provision of interpreters;</li> <li>▪ Timely and appropriate FBAs and BIPs</li> <li>▪ SST Effectiveness</li> </ul>	<p>The IM has an accurate baseline against which it can measure the district’s success in implementing best practices (compliant with state and federal laws), in developing IEPs, conducting IEP meetings, FBAs, BIPs, the efficacy of and need for SSTs, and translation/interpretation, to compare against best practices and statutory requirements.</p>	<p>Sep 15, 2024</p> <p>Monitor quarterly</p> <p>Oct 1; Jan 1; Apr 1; Jun 1</p>	<p>One time</p> <p>Quarterly through 2028-2029 school year</p>
<p>8. SCUSD shall make available to IM a sample (at least current and past cohort schools and districtwide) of FBAs and BIPs for students experiencing disciplinary removals to gauge timeliness and appropriateness (matching diagnoses, IEPs/504s, and actual services) of these supports, including the effectiveness of BIP implementation (e.g., whether students with diagnoses such as ED, ASD, Attention Deficit Disorder, etc. are getting the support as expected for the disability category and specific manifestations of those diagnoses).</p>	<p>The IM has an accurate baseline against which it can measure the district’s success in improving timeliness and appropriateness of FBAs and BIPs.</p>	<p>Monitor quarterly</p> <p>Oct. 1; Jan 1; Apr 1; Jun 1</p>	<p>Quarterly through 2028-2029 school year</p>
<p>9. IM will conduct an annual parent/family and secondary student survey in all of the county’s threshold languages to gauge student and family experiences, including their knowledge of, perceptions of, and participation in IEP processes. (Access and distribution will be conducted by SCUSD.)</p>	<p>The IM is able to monitor and measure the district’s success in implementing best practices (compliant with state and federal laws) in parent/guardian and student engagement in IEP evaluation and meetings.</p>	<p>Sep 15, 2024 for baseline data of previous year</p> <p>Then annually by March 15 for years 2025-2029</p>	<p>Annually through 2028-2029 school year</p>

<sup>7</sup> In interviews, district staff indicated that school administrator attendance improves special education service delivery, continued adherence to IEP plans, and relationships with parents and guardians. This is supported by the [National Association of Elementary School Principals](#).



## Directive 11: Analyze the District's ERMHS

*11. Analysis of the District's Educationally Related Mental Health Services ("ERMHS") teams and processes to promote adequate, effective, timely and appropriate access to students*

### Baseline Data Findings

In interviews with district staff, the IM team learned the following regarding ERMHS:

- Only students who have been identified for Special Education can access ERMHS, and it applies only to students who need "intensive" support. Students with more moderate/Tier 2 type needs are given more informal support and potentially a SpEd assessment;
- The district has hired additional social workers, which has helped the ERMHS process be more timely;
- ERMHS plans are revisited only every three years;
- Previously, most school social workers were not licensed clinicians and were not allowed to lead the ERMHS program. The district has since hired licensed clinicians and clinical interns;
- The ERMHS teams are currently reporting to an interim director as the supervisory position is not currently filled; and
- The ERMHS teams do not look at factors such as extreme poverty, lack of adequate instruction, and lack of attendance before making a final assessment.

### Actions and Targets

The district must ensure that students have adequate, effective, timely, and appropriate access to ERMHS. Actions listed in the table below require the district to make procedural changes regarding ERMHS and allocate a sufficient budget to carry out those changes. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the five-year period designated by the settlement agreement.

- W.** *90% of students identified for ERMHS have access to qualified support professionals and have their needs reviewed and addressed on an annual basis.*
- X.** *90% of students identified for ERMHS have their ERMHS meeting within time limits established by California Education Code.*

Table 8: Educationally Related Mental Health Services Processes

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall convene a district committee to consider whether the ERMHS guidelines and protocols need to be revised, ensuring compliance with law, and to better support students who may be impacted by trauma and other social environmental factors.</p> <p>SCUSD shall provide IM with committee roster, agendas and minutes including attendance, and final findings.</p> <p>Revisions must be approved by IM prior to completion and adoption.</p>	<p>SCUSD’s ERMHS teams provide effective and equitable support to students.</p>	<p>Formation of committee: Oct 15, 2024</p> <p>First draft by Jan 15, 2025</p> <p>Final draft by April 15, 2025</p>	<p>One time formation, meeting as needed</p>
<p>2. SCUSD shall develop and institute a procedure that ensures that IEP meetings include a discussion on student’s need for ERMHS services in alignment with IEP processes outlined in Tables 6 and 7, including specific guidance on the need, sufficiency, and efficacy of ERMHS services to provide a student with Free Appropriate Public Education (FAPE).</p> <p>These procedures must be approved by the IM prior to adoption by district.</p>	<p>SCUSD’s IEP procedures ensure that students are appropriately referred to and supported by ERMHS teams and processes.</p>	<p>Development of policies and procedures: Nov 15, 2024</p> <p>Training provided on policies and procedures: March 15, 2025</p>	<p>One time</p>
<p>3. SCUSD shall ensure a budget for additional ERMHS providers to enable timelier ERMHS processes and shall continue funding these positions proportionate to fluctuations in the student body and need.</p> <p>This budget process must be approved by the IM prior to adoption by district.</p>	<p>SCUSD students have adequate, effective, timely, and appropriate access to ERMHS.</p>	<p>Sep 15, 2024</p> <p>Then annually by July 1</p>	<p>Annual budget planning to begin by start of budgeting process* and be finalized by end of budgeting process<sup>8</sup></p>
<p>4. SCUSD shall ensure ERMHS teams develop and institute procedural guidance for ERMHS teams to include examining root causes related to students’ barriers (e.g., extreme poverty, lack of adequate instruction, trauma, and lack of attendance) before making a final assessment—to be approved by IM—and making clear that a student does not</p>	<p>SCUSD’s ERMHS teams provide effective and equitable support to students.</p>	<p>May 15, 2025</p>	<p>One time</p>

<sup>8</sup> Awaiting timeline from SCUSD

<p>need to have any specific diagnosis or qualify for special education under any specific category to receive ERMHS.</p> <p>This process must be approved by the IM prior to adoption by district.</p>			
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>5. SCUSD shall enable IM to review ERMHS data, including eligibility criteria, staffing, and service delivery (compliant with applicable student confidentiality laws).</p>	<p>The IM is able to monitor success in the district's ability to ensure students access adequate, effective, timely, and appropriate ERMHS.</p>	<p>Monitor quarterly – Oct 1, Jan 1; Apr 1; Jun 1</p>	<p>Quarterly through 2028-2029 school year</p>

## Directive 13: Reduce Use of Restraints and Seclusions for Students with Disabilities, Particularly Black Students

*13. Substantial reduction in the overall use of and disproportionality in use of restraints and seclusion for students with disabilities and Black students with disabilities*

### Baseline Data Findings

Due to the low number of reported events in the use of restraints, expulsion/disciplinary transfers, and law enforcement referrals, additional data are required to determine the need for outcomes. The recorded events are likely an underrepresentation of current practices.

District staff also indicated troubling practices (that behavioral hearings appear to be alternatives to expulsions and that there are disciplinary transfers to Success Academy).

Despite what appears to be incomplete or inaccurate data, the trends are nevertheless concerning for Black students with and without disabilities, requiring further investigation.

- Only 14 restraints were recorded with 13 of these events (93%) occurring to students with disabilities and eight (57%) to Black students with disabilities.
- A total of 21 expulsions were reported—nine (43%) were students with disabilities, and four (19%) were Black students with disabilities. Black students with and without disabilities made up 10 (48%) of the 21 reported expulsions.
- A total of five law enforcement referrals were reported, four (80%) of which were of Black students and three (60%) were Black students with disabilities.

For the purpose of comparison, statewide figures are as follows: “Black students made up 5.1% of the California student population in 2021-22 school year but 17.5% of all students physically restrained, 24.0% of those secluded, and 39.1% mechanically restrained. Students with disabilities, who make up about 14% of students in California, represented 88.8% of students physically restrained and 50% of those secluded” ([Borrelle & Monteiro-Endow, 2022](#) )

### Actions and Targets

The district must ensure that students with disabilities and Black students with disabilities are not disproportionately subjected to restraints, seclusions, and law enforcement referrals.

Actions listed in the table below require the district to make procedural changes regarding restraints and seclusions; and to build capacity to minimize the use of restraints and seclusions through Professional Development (PD) and uniform data

monitoring. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

- Y.** *By the end of the end the 2024-2025 academic year, SCUSD shall cut the risk ratio among students with disabilities for experiencing restraints and seclusions by 50%.*
- Z.** *By the end of the 2024-25 academic year, SCUSD shall cut the risk ratio of Black students with disabilities by 50%.*
- AA.** *By the end of the 2025-26 academic year, 100% of students with disabilities experiencing restraints and seclusions, expulsions/disciplinary transfers, and law enforcement referrals are provided FBAs, BIPs, and counseling services including ERMHS.*

Table 9: Disproportionate Use of Restraints and Seclusions for Students with Disabilities, Particularly Black Students			
Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall provide to the IM updated and complete data on physical restraints (501), mechanical restraints (502), and seclusions (600), for all students with special education indicators to examine disproportionality, that include:</p> <ul style="list-style-type: none"> <li>▪ Documentation for students both in general and special education who were restrained including handcuffing (i.e., incident reports in SIS and/or hardcopies) and Behavior Emergency Reports (BERs)</li> <li>▪ BERs for students listed on Appendix L;</li> <li>▪ Restraint data maintained on Google Sheets or other site-level lists for each site and BERs if available</li> </ul>	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Aug 21, 2024	One time
<p>2. SCUSD shall provide to the IM updated and complete data on law enforcement referrals and arrests for all students (general and special education) to examine disproportionality, that include:</p> <ul style="list-style-type: none"> <li>▪ All incident reports (SIS and/or hardcopies), Behavior Emergency Reports (BERs), or other relevant</li> </ul>	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Aug 21, 2024	One time

<p>documentation related to the law enforcement referral and/or arrest for students listed on Appendix L;</p> <ul style="list-style-type: none"> <li>Law enforcement data maintained on Google Sheets or other site-level lists for each site</li> </ul>			
<p>3. SCUSD shall review, and revise/update as needed school discipline policies (as described in Table 3), including BP &amp; AR 5145.11, Questioning And Apprehension By Law Enforcement, to specifically name and address the importance of addressing disability-related behaviors and accommodations, whenever possible, without the use of restraints, law enforcement interventions, or removal from current placements.</p> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD minimizes the use of restraints, law enforcement interventions, and removal from current placements for students with disabilities.</p>	<p>Draft for BP and AR - Nov 15, 2024</p> <p>Final BP - Jan 1, 2025</p> <p>Adoption of the AR - March 15, 2025</p>	<p>One time</p>
<p>4. SCUSD shall develop and or update a procedural manual regarding the use of restraint/seclusion that ensures safeguards for students with disabilities and Black students with disabilities regarding restraints, expulsions/ disciplinary transfers, and law enforcement referrals, including documentation and data reporting practices, notification to parents, Behavior Emergency Report, investigative procedures to ensure restraints were carried out appropriately, and ensuring schools follow up with IEP meetings, FBAs, and BIPs as needed.</p> <p>Procedural manual must be approved by IM prior to adoption by district.</p>	<p>SCUSD substantially reduces the overall use of restraints and seclusion for students with disabilities and Black students with disabilities.</p>	<p>Sep 30, 2024</p>	<p>One time</p>
<p>5. SCUSD shall provide or ensure training, aligned with the procedural manual, regarding the use of restraint, seclusion, and trauma-informed de-escalation processes, to all relevant staff (special education staff, school administrators, and any school staff responsible for responding to student behavior).</p> <p>To address underreporting and to increase accuracy of data, training must include what, how and when to report, and identifies to</p>	<p>SCUSD school staff are equipped with the knowledge required to minimize the use of restraints and seclusion in general and safeguard students with disabilities and Black students with disabilities regarding restraints, expulsions/ disciplinary</p>	<p>Jan 15, 2025</p>	<p>Annual training refreshers through 2028-2029 school year</p>

whom to report, who reports, who oversees, and who monitors the data. This professional development plan and its providers must include an assessment process to measure impact.	transfers, and law enforcement referrals.		
6. SCUSD shall develop or improve a uniform and districtwide, student-level data monitoring system (e.g. SIS) for the use of restraint and seclusion and shall prohibit the use of individual school-site monitoring mechanisms.	SCUSD and the IM have the ability to analyze restraint and seclusion data in a streamlined manner that ensures better data quality.	Aug 30, 2024	One time
7. SCUSD shall provide to the IM monthly reports of updated reports for disciplinary practices including expulsions/disciplinary transfers, restraints required to be reported and posted, and law enforcement referrals (including follow-up services) – highlighting and synthesizing data for students with disabilities and Black students as compared to overall population to determine if disparities exist for students with disabilities and Black students with disabilities.	SCUSD and the IM have accurate and timely data to determine if disparities exist for students with disabilities and Black students with disabilities regarding restraints, seclusion, law enforcement interventions, and removal from current placements for students with disabilities and Black students.	Monthly, starting 2024-2025	Monthly through 2028-2029 school year
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
8. IM will observe PD and review PD records – including metrics to measure training impact - to ensure relevant staff are trained on the procedural manual and de-escalation.	The IM is able to monitor the district’s success in implementing the restraints/seclusion procedural manual.	Annually by Jun 15 (for 2024-2025 year, by Jan 15, 2025)	Annually through 2028-2029 school year
9. Given multiple data sources, IM will conduct monthly data validation audits of restraint and seclusion data (including follow-up services).	The IM is able to authenticate data quality (accurate recording and reporting) while also monitoring progress toward reduced use of restraints and seclusion and reduced disparity.	Starting 2024-2025	Monthly through 2028-2029 school year
10. IM will investigate disciplinary practices including restraints, expulsions/disciplinary transfers, and law enforcement referrals to determine if disparities exist for students with disabilities and Black students with disabilities.	The IM is able to monitor success in the implementation of improved disciplinary practices and the reduction of disparity.	Monitor quarterly Oct 1, Jan 1, Apr 1, Jun 1	Quarterly through 2028-2029 school year

## Directive 14: Ensure SELPA Procedural Guide Is Usable for Parents / Guardians and Staff

*14. Adequate and appropriate use of best practices regarding the District's/Special Education Local Plan Area's ("SELPA") Special Education Procedural Guide as a usable and accessible resource for parents/guardians and District staff*

### Baseline Data Findings

IM reviewed the SELPA Procedural Guides for Student Discipline, Behavioral Emergency Procedures and Interventions, FBA, and BIP. The IM found that the current policies contain legal jargon drawn nearly entirely from state code. This is not approachable for families.

### Actions and Targets

It is essential that SCUSD have a Special Education Policy and Procedures Guide that is written in plain language and approachable for students and families. It must be inclusive of all policies relevant to special education services and students with disabilities, and it must spell out SCUSD's procedures in a transparent way so that families understand their and their students' rights and what to expect with special education services. By housing these policies in one guiding document, students, families, and staff will have easier access to relevant information. Actions listed in the table below require the district to produce such a guide with input from community, translated into all of the county's threshold languages. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

- BB.** *The district will produce a Special Education Policy and Procedures Guide in plain, accessible language and translate it into all of the county's threshold languages by the date listed.*
- CC.** *Every year, a majority of parents/families and secondary students responding to the survey, for whom the question is relevant, indicate that they found the guide useful and accessible.*

Table 10: SELPA Guide as a Usable Resource for Parents / Families			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall, in partnership with a joint staff and Community Advisory Committee, review and revise, if necessary, the SELPA Procedural Guide to ensure that it conforms	SCUSD procedures are consistent with current California Education Code and culturally proficient.	Sept 3, 2024	One time



<p>to current law and reflects a cultural/equity lens. This partnership must include integral collaboration with members of IM Team with explicit expertise in SpEd.</p> <p>Revisions must be approved by IM prior to adoption by district.</p>			
<p>2. Based on input from the Community Advisory Committee, SCUSD shall revise the SELPA Procedural Guide so that it is written in approachable language for parents, students, and staff (rather than legal jargon drawn nearly entirely from state code). Section summaries must be included, written in approachable language.</p> <p>Revisions must be approved by IM prior to adoption by district.</p>	<p>SCUSD's SELPA procedures are accessible to and usable by staff, students, and families to better enable advocacy on behalf of students.</p>	<p>CAC review: Sept 3, 2024</p> <p>Plaintiffs review: Sept 24, 2024</p> <p>Final: Sept 30, 2024</p>	<p>One time</p>
<p>3. SCUSD shall translate the SELPA Procedural Guide into Sacramento County's threshold languages: Spanish, Vietnamese, Cantonese, Russian, and Hmong.</p>	<p>SCUSD's SELPA procedures are accessible to and usable by students and families who do not have English fluency to ensure more equitable access to information.</p>	<p>Within 2 weeks of IM's approval</p>	<p>One time</p>
<p>4. SCUSD shall make any approved revisions to its SELPA Procedural Guide available online, in print, and otherwise within two weeks of revisions being approved.</p>	<p>SCUSD's SELPA procedures are available and easily accessible to and usable by students and families.</p>	<p>Within 2 weeks of IM's approval</p>	<p>One time with ongoing maintenance</p>
<p>5. SCUSD shall adopt a policy to regularly review and update the SELPA Procedural Guide as needed to stay compliant with current law as well as maintain equitable accessibility and user-friendliness. (See Appendix E: GAMUT from the CSBA.)</p>	<p>SCUSD's SELPA procedures are available and easily accessible to and usable by students and families.</p>	<p>August 19, 2024</p>	<p>One time with ongoing maintenance</p>
<p>6. SCUSD shall develop and conduct an annual parent/family and secondary student survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include a question pertaining to whether they found the guide useful and accessible.</p>	<p>The IM is able to monitor success in advancing parent/family and staff access to and understanding of special education processes.</p>	<p>Sep 15, 2024, then Annually by Apr 30</p>	<p>Annually through 2028-2029 school year</p>

Surveys must be approved by IM prior to adoption by district.			
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
7. IM will monitor the implementation of the revised SELPA Procedural Guide through interviews, focus groups, file reviews, and survey dissemination, as necessary.	The IM is able to monitor success in the implementation of the revised manual and improved accessibility of procedural guidance.	Annually by June, starting in 2025	Annually through 2028-2029 school year
8. IM will analyze annual parent/ family and secondary student survey in all of the county’s threshold languages to gauge student and family experiences, as well as a staff survey, which will include a question pertaining to whether they found the guide useful and accessible.	The IM is able to monitor success in advancing parent/ family and staff access to and understanding of special education processes.	Oct 15, 2024, then Annually by May 30	Annually through 2028-2029 school year

## Directive 15: Ensure Sufficient Ratio of School Psychologists

15. *The ratio of school psychologists to students to effectively provide and support MTSS interventions and comprehensive school support services*

### Baseline Data Findings

SCUSD is suffering from staffing shortages that are affecting the quality of special education services accessible to students with disabilities and Black students with disabilities. For example:

- aa. The district currently has a ratio of 688 students for every 1 school psychologist—a ratio of 500:1 is recommended by the National Association of School Psychologists (NASP).<sup>9</sup>
- bb. Special education teachers currently have a 13% vacancy rate (42 full-time equivalent [FTE] vacancies for 317 FTE positions).

### Actions and Targets

Across California, there is a shortage of qualified special education and related service providers, including school psychologists, BCBAAs, and speech therapists. To a large extent, this problem is outside a district's control. Furthermore, even adding new staff may not resolve the issues of inadequate supports for students with disabilities, as they are not simply a question of ratio but also a question of practices employed. In addition to making procedural revisions listed elsewhere in this plan, SCUSD will need to devise effective recruitment and retention strategies to combat the shortages in the field and staff its special education programs with lasting impact. Actions listed in the table below require the district to put together and carry out a recruitment and retention strategy to address the insufficient ratio. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

**DD.** *SCUSD will reduce the school psychologist: student ratio to 500:1, which, at current ratios, means hiring 21 FTE psychologists as soon as possible, within the five-year timeframe.*

**EE.** *SCUSD will reduce the special education vacancy rate by half each year.*

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<sup>9</sup> The ratio of one school psychologist for every 500 students is recommended in the [2020 NASP Professional Standards](#). The standards describe the role of the school psychologist as follows: "School psychologists support children, youth, families, and schools through the identification of appropriate evidence-based educational and mental and behavioral health services for all children and youth; implementation of professional practices that are data driven and culturally responsive; delivery of a continuum of services for children, youth, families, and schools from prevention to intervention and evaluation; and advocacy for the value of school psychological services."

Table 11: School Psychologist Ratio Improvement			
Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall devise <i>recruitment</i> and <i>retention</i> strategies to support a larger number of</p> <ul style="list-style-type: none"> <li>▪ School Psychologists,</li> <li>▪ Special Education Teachers,</li> <li>▪ Paraprofessionals,</li> <li>▪ Social Workers,<sup>10</sup> and</li> <li>▪ Board-Certified Behavior Analysts.</li> </ul> <p>Recruitment and retention plan must be approved by IM prior to adoption by district. In its plan, the district needs to provide job descriptions to address the needs of students with disabilities and Black students with disabilities to address their needs in a dedicated way.</p>	<p>SCUSD commits to staffing plan that will enable better identification of and support for students with disabilities and remove the risk of students falling through the cracks when staff do not recognize duties that fall under their job responsibilities. The plan must clearly outline who is responsible for the services needed.</p>	<p>Aug 31, 2024</p>	<p>Revised annually through 2028-2029 school year</p>
<p>2. SCUSD shall implement the recruitment and retention plan.</p>	<p>SCUSD achieves a 500:1 ratio of students to psychologists and other staffing required to meet the needs of students with disabilities and respond to parents' concerns about their accommodations.</p>	<p>Sep 15, 2024</p>	<p>Annually through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>3. IM will review district hiring and retention rates and trends.</p>	<p>The IM is able to monitor the district's success in staffing practices for recruitment and retention, including improvements in the psychologist: student ratio.</p>	<p>By Sep 30 2024, then annually by Jun 15</p>	<p>Annually through 2028-2029 school year</p>

<sup>10</sup> Guidance for appropriate ratios for social workers can be found in the [National Association of Social Workers' Standards](#): "School social work services should be provided at a ratio of one school social worker to each school building serving up to 250 general education students, or a ratio of 1:250 students. When a school social worker is providing services to students with intensive needs, a lower ratio, such as 1:50, is suggested."

## Directive 16: Implement Data-Driven Systems to Recruit and Retain Diverse School Staff

16. *Substantial implementation of data-driven programs and systems to recruit and retain diverse teaching staff and school site administrators*

### Baseline Data Findings

The aforementioned vacancy rates and statewide staffing shortages make it difficult for school districts to recruit and retain diverse staff. Nevertheless, this is an important dimension of delivering culturally responsive special education services. The IM requested that the district provide data on the number of classified and certificated staff in each school, disaggregated by race and gender, but these data were not made available, indicating a potential need for more robust and accessible human resource data monitoring systems.

The most recent SCUSD data on staff racial/ethnic composition posted on [Ed Data](#) is from 2018–19. Although these data are out-of-date, they do demonstrate that the teaching body is not representative of the student body in the district, particularly in terms of Black and Hispanic/Latino students.

- a. Black teachers in 2018–19: 5.9%
- b. Black students in 2018–19: 15.5%
- c. Black student-to-teacher ratio: **2.7:1**
- d. Hispanic/Latino teachers in 2018–19: 14.0%
- e. Hispanic/Latino students in 2018–19: 40.1%
- f. Hispanic/Latino student-to-teacher ratio: **2.9:1**

It is important to note that research demonstrates that a representative staff is less likely to over-identify Black boys for special education ([Hart, Lindsay, et al., 2024](#)).

### Actions and Targets

The district can enhance its understanding of how to recruit and retain diverse staff by developing a system to monitor retention and turnover by race/ethnicity and other staff characteristics. Actions listed in the table below require the district to put together and carry out a recruitment and retention strategy to promote diversity in teaching staff and school administrators; develop or improve a data monitoring system for staff turnover and retention by race/ethnicity; and research and implement strategies based on trends the IM discovers in the analyses derived from the data monitoring system (including an IM-developed survey). The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

**FF.** *District maintains data systems to track staff turnover and staffing needs. This system will connect with the district’s larger knowledge management system.*

**GG.** *District develops and executes a plan to improve student-to-staff ratios that mirror the demographics of students – in particular, those represented in this settlement.*

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall devise <u>recruitment</u> and <u>retention</u> strategies to support a more diverse staff of teachers, special education teachers, social workers, BCBA’s, school psychologists, school administrators. This plan shall include best practices in recruiting and retaining diverse staff (see Table 14 pertaining to Directive 18). Recruitment and retention plan must be approved by IM prior to adoption by district.	SCUSD commits to a staffing plan that promotes school site staff diversity through hiring and holding onto teachers and site administrators of color.	Aug 31, 2024	Revised annually through 2028-2029 school year.
2. SCUSD shall develop a data monitoring approach and system (connected with the district’s larger knowledge management system) whereby staffing trends in hiring, retention/turnover and unmet needs (i.e., through an annual, IM-approved staff survey) can be analyzed according to race/ethnicity, subject area, school type, disability status, and position.	The district is able to make data-driven decisions around staffing recruitment and retention strategies.	Dec 1, 2024	One time to set up data system; Annual staff survey through 2028-2029 school year
3. Based on staffing trends revealed in data analyses, SCUSD shall research and implement strategies to retain diverse staff.	Ongoing strategies for recruitment and retention of diverse staff are informed by SCUSD retention and turnover data.	Feb 15, 2025	Annually through 2028-2029 school year
4. SCUSD shall develop criteria and implement a policy wherein special education teachers that are hired centrally are placed using priority criteria—by placing the highest qualified in school sites with the highest needs.	School sites with the highest needs have prioritized support.	Oct 30, 2024	Annually through 2028-2029 school year
5. SCUSD shall investigate the benefits and challenges and report recommendations to the IM for moving hiring decisions to the same time as other districts in the region.	The district is competitive with neighboring districts in competing for staff.	Dec 2024	One time

<p>6. SCUSD shall plan and conduct a review of potential bottlenecks in hiring procedures. For example, SCUSD shall review how long each aspect of the hiring process takes (posting opening; how long it takes to send out letters once a decision is made, etc.). A historical review shall be conducted on the previous year's processes; moving forward, each review will assess the current year's process.</p>	<p>The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.</p>	<p>Historical review by Sep 15, 2024; Modify process as needed by Feb 2025</p>	<p>Year 1 reviewed Oct 2024 and Mar 2025, then annually through 2028-2029 school year</p>
<p>7. SCUSD shall prepare annual reports on employee demographics including without limitation race and ethnicity (as specific as possible, capturing at least Asian, Black, Hispanic/Latine, Indigenous/ Native American, Pacific Islander, and white employees), gender, and disability status – compared to student demographics to determine whether and for which areas for improved representation remain. Data will be provided to IM and reported to Board annually.</p>	<p>The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.</p>	<p>Provided to IM annually by Sep 30; Shared with Board Annually at Oct, Board meeting</p>	<p>Annually through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>8. IM will review district hiring and retention rates and trends.</p>	<p>The IM is able to monitor the district's success in increasing the diversity of school-based staff.</p>	<p>Annually by Jun 30 (Sep 30 for year 1)</p>	<p>Annually through 2028-2029 school year</p>
<p>9. IM will conduct an annual staff survey to capture the unmet needs, areas of satisfaction, and possible reasons for leaving the profession among teachers and administrators (and other staff members) to comply with Directive 18) particularly among underrepresented races/ethnicities.</p>	<p>The IM and the district have data to inform strategies to retain teaching staff and school administrators from under-represented races/ethnicities.</p>	<p>Annually by Dec 15</p>	<p>Annually through 2028-2029 school year</p>
<p>10. IM will review and approve monthly, quarterly, and annual reports and monitor timeliness of reports.</p>	<p>The IM and the district have and review data to inform efforts and impact.</p>	<p>Starting 2024-2025 school year</p>	<p>Monthly, quarterly, annually, through 2028-2029 school year</p>

## Directive 17: Implement Professional Development for Special Education Obligations and Culturally Responsive Pedagogy, with Associated Outcomes Measurement

17. *Implementation of an ongoing professional development system (including training and coaching) based on students', teachers', and staff's needs, the effectiveness of which is measurable, including the goals of establishing and maintaining substantial competency among staff regarding obligations under special education laws consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities*

### Baseline Data Findings

There were no cultural responsiveness data findings as a result of barriers encountered. The first actions therefore center on data collection activities, including walk-throughs where IM team members observe school site practices on SCUSD campuses (Equity Walks), and a ~15-minute, online survey intended to measure how schools and the district self-assess along cultural proficiency indicators. Although communications about both the Equity Walks and Cultural Proficiency Self-Assessment went out to schools in February 2024, as of this writing, none of these requests has borne fruit.

### Actions and Targets

The IM requires that SCUSD implement an ongoing Professional Development (PD) system (including training and coaching) based on students', teachers', and staff's needs, the effectiveness of which is measurable, including the goals of establishing and maintaining substantial competency among staff regarding obligations under special education laws consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities.

- HH.** *A minimum of 75% of staff return Cultural Proficiency Self-Assessment survey (25 schools per annual cohort). (See Appendix F.)*
- II.** *Equity audits demonstrate that all schools measure at "cultural competence" or advance at least one standard on the Cultural Proficiency Self-Assessment rubric (see Appendix F) between pre- and post-assessments (25 schools per annual cohort).*
- JJ.** *The majority (50%+) of staff demonstrate growth through feedback and continuous improvement (CI) cycle data.*



Table 13: Professional Development (PD) for Special Education Obligations and Culturally Responsive Pedagogy

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall develop a comprehensive PD plan (scope and sequence, training materials, calendar) regarding cultural proficiency policies, required data monitoring and usage, and special education obligations. SCUSD must monitor who is required to attend compared to who does and does not attend and participate fully and must assess its impact of each training topic.</p> <p>This plan must be approved by the IM prior to adoption by the district.</p>	All training / PD required by this action plan is clearly spelled out in advance of the start of the school year.	Sep 15, 2024 then Annually by Jul 30	Delivered annually through 2028-2029 school year
<p>2. SCUSD shall secure a regular time of at least 30 minutes each month for IM to engage with all principals on topics related to monitoring for action plan.</p>	SCUSD ensures timely and relevant communication between IM and sites / departments.	Aug 30, 2024	Monthly through 2028-2029 school year
<p>3. SCUSD shall develop a districtwide Professional and Leadership Development Framework that must include how community leadership will be assured, shared, and integrated into professional development efforts related to Directive 13.</p> <p>This plan must be approved by the IM prior to adoption by the district.</p>	District commits to delivering PD that substantially improves competency among staff regarding obligations under special education laws, consistently applying best practices and culturally responsive pedagogy for educating students with disabilities and Black students with disabilities.	Draft by Dec 2024; final by Mar 2025	One time
<p>4. SCUSD shall commit sufficient resources to carry out Professional and Leadership Development as determined by framework.</p>	District allocates resources to demonstrate its commitment to executing the Professional and Leadership Development Framework.	Sep 15, 2024 then Annually by Jul 31	Annually through 2028-2029 school year
<p>5. SCUSD shall ensure all schools are oriented to the action plan in order to:</p> <p><input type="checkbox"/> calibrate understanding of the action plan,</p>	The district has a comprehensive approach for equity-centered and data driven	Oct 1, 2024 then Annually by August 31	Annually through 2028-

<ul style="list-style-type: none"> <li>❑ understand and analyze their own data and related root causes as it relates to the settlement and action plan,</li> <li>❑ develop an annual problem of practice and equity/improvement (SMART-E) goals,</li> <li>❑ develop a site action plan and commit resources (people, PD plans, partners, programs, time, etc.) to its success, and</li> <li>❑ begin the development of their self-assessment portfolio to be used for monitoring.</li> </ul>	<p>improvement, which is implemented across the district in three cohorts of 25 sites over three years, to address the settlement.</p>		<p>2029 school year</p>
<p>6. SCUSD shall ensure the delivery of approved, school-led/ district calibrated, anti-racist and equity-centered PD to occur monthly, for a minimum of 90 minutes a month. This PD shall engage the majority of staff (all staff PD ) for at least current and past cohort schools and districtwide. SCUSD shall maintain and report attendance records and shall measure and report impact. Selected equity-centered PD plans and/or providers must be approved by the IM prior to adoption.</p>	<p>The district prioritizes and supports ongoing PD aligned with addressing settlement.</p>	<p>Starting by Mar 2025, continuing through 2028-2029 school year</p>	<p>Monthly through 2028-2029 school year</p>
<p>7. SCUSD shall facilitate a semi-annual distribution and completion of the online Cultural Proficiency Self-Assessment survey to site and district staff, as well as parents. Completion requires a minimum of 75% participation by each site staff. SCUSD and sites will engage in outreach needed to achieve a minimum of 50% return from families. Distribution and outreach plans must be approved by the IM.</p>	<p>The IM is able to establish a quantitative baseline and subsequently monitor the district’s success in advancing cultural proficiency at the school level and districtwide.</p>	<p>Surveys completed by Oct 1 and Apr 1 each year; Survey reports to be shared annually by end of Nov and May</p>	<p>Semi-annual (Oct. and Apr) through 2028-2029 school year</p>
<p>8. SCUSD shall facilitate the regular (annual) distribution and completion of an online Staff Capacity survey (see <b>Appendix H</b>). A minimum of 75% of school personnel must complete the tool from each school. The survey will be given in conjunction with the Cultural Proficiency Self-Assessment survey. In 2024-2025, the survey will be given twice; in future years, the survey will be</p>	<p>The IM is able to establish a quantitative baseline and subsequently monitor the district’s success in advancing staff capacity to support students with disabilities at the</p>	<p>Annually by Oct 1 and Apr 1</p>	<p>Semi-annual (Oct and Apr) for 2024-2025 year; Annual (Apr) thereafter through 2028-2029 school year</p>

<p>administered during the spring. See Appendix I for draft survey.</p>	<p>school level and districtwide.</p>		
<p>9. SCUSD shall follow all actions described in Tables 4, 6, 7, and 9 pertaining to PD planning and execution related to inclusive schools, LRE, comprehensive evaluation checklist, Child Find obligations, general education interventions (such as SSTs), and procedures to minimize use of restraints and seclusions.</p>	<p>The district establishes and maintains substantial competency among staff regarding obligations under special education laws and consistently applies best practices for educating students with disabilities and Black students with disabilities.</p>	<p>See Tables 4, 6, 7, 9</p>	<p>See Tables 4, 6, 7, 9</p>
<p>10. SCUSD shall develop yearly cohorts of ~25 schools based on criteria established with IM to prioritize students and families represented by the settlement and to diversify the cohort.</p> <p>Cohort schools and a district team will develop diverse and representative leadership teams – Site Implementation Teams (including students, families, and community members) who will engage in a summer institute to prepare them to serve as liaisons and lead the Equity Audits (Portfolios). In preparation, they will</p> <ul style="list-style-type: none"> <li>❑ Arrive with and interrogate qualitative, quantitative, and empirical data related to settlement to review and calibrate,</li> <li>❑ Engage in root cause analysis focused on focal students with disabilities, Black students with disabilities, and Black students,</li> <li>❑ Develop a related Problem of Practice to guide their continuous improvement for the year,</li> <li>❑ Further develop an action and professional development plan (with timeline and impact monitoring) to align</li> </ul>	<p>District has a comprehensive tool for cohort schools to self-assess progress for transforming inequities with a triangulation of data—qualitative, quantitative, and empirical. SCUSD is able to assess progress in the area of cultural proficiency and 22 Directives.</p>	<p>Cohorts identified and communicated by August 31, 2024</p> <p>Cohorts identified by Oct 1, 2024</p> <p>Summer institute completed by Oct 31, 2024 for Cohort 1, after that by August 31 annually</p>	<p>Annually through 2028-2029 school year</p>

<p>their data to their programs and address their Problem of Practice,</p> <ul style="list-style-type: none"> <li>❑ Begin the development of Equity Audit Portfolios as monitoring tools for their sites</li> </ul> <p>Cohorts, Leadership Team criteria, and summer institute must be approved by the IM prior to adoption.</p>			
<p>11. SCUSD shall schedule quarterly, 4-hour “Community of Practice” meetings for cohorts and community to engage in monitoring activities aligned with continuous improvement (led by the IM) towards developing annual Equity Audit Portfolios. For the first sessions of 2024, SCUSD will work with IM for IM to determine scaffolding (by Sep 1 as part of scheduling) to support success (i.e. smaller, specific teams, topics, etc.)</p>	<p>District and school-level analyses drive continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).</p>	<p>Schedule finalized annually by May 1 (Sep 1, 2024 for year 1) Quarterly Community of Practice meetings: Sept., Nov., Jan., March</p>	<p>Quarterly through 2028-2029 school year</p>
<p>12. SCUSD ensures that cohort schools engage with monthly monitoring visits with IM team. Activities may include:</p> <ul style="list-style-type: none"> <li>❑ Communication Planning</li> <li>❑ Data Collection/Review</li> <li>❑ Equity Walks</li> <li>❑ File Reviews</li> <li>❑ Interviews, Focus Groups</li> <li>❑ Observations</li> <li>❑ Planning Meetings</li> <li>❑ Progress Reviews</li> </ul>	<p>District and school-level analyses drive continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).</p>	<p>Starting 2024-2025</p>	<p>Monthly per site</p>
<p>13. SCUSD shall systematize and schedule Equity Walks (see Appendix G) for cohort schools, ensuring district, school, and community representation to collect and use data as part of annual equity audits. The plan and schedule must be approved by the IM before adoption.</p>	<p>The IM and district are able to monitor progress vis-a-vis schools’ practices toward and the experiences of Black students, students with disabilities, and Black students with disabilities.</p>	<p>Plan and schedule due annually by Sep 1; 1<sup>st</sup> round completed annually by Dec 15; 2<sup>nd</sup> round completed</p>	<p>Every semester for current cohort (by Dec 15 and Apr 15) through 2028-2029 school year</p>

		annually by Apr 15	
14. SCUSD SELPA director or whomever is determined to serve as the BPSB settlement point person shall meet with IM team representative at least weekly to engage in collaboration, calibration, and coaching.	District leadership is prepared with information to make decisions, to provide accurate and timely communication and information, and to problem solve.	Starting 2024-2025 school year	Weekly through 2028-2029 school year
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
15. IM will review agendas, attendance, minutes, and impact data for all principal meetings, PDs, collaborations, and committee meetings (district committees and IM committees and subcommittees) listed.	The IM is able to monitor processes that are advancing the aims of the action plan.	Starting 2024-2025 school year	Monthly through 2028-2029 school year
16. IM will conduct focus groups and interviews as needed to monitor participant engagement, satisfaction, and perceived impact of PDs and committee meetings (district committees and IM committees and subcommittees).	The IM is able to monitor how well implementation is going.	By Sep 15 2024, then Aug 14 annually	Annually through 2028-2029 school year
17. IM will analyze, with school and community partners annual Cultural Proficiency Self-Assessment survey results and provide site level and district level reports.	The district and sites are aware of their strengths and needs regarding cultural proficiency.	End of Nov and end of May	Semi-Annually through 2028-2029 school year
18. IM will develop the Staff Capacity survey, provide an opportunity for feedback from the Oversight Committee (Sept 2024), with IM making final decisions on survey revisions.	The IM has a tool to measure district staff capacity to meet the needs of students with disabilities.	Initial survey provided to SCUSD Sep 1, 2024, Feedback from SCUSD Sep 15, 2024, Final survey Oct 2024	One time

19. IM will conduct annual analyses of the Staff Capacity survey.	The IM is able to monitor the district's success in advancing staff capacity to support students with disabilities at the school level and districtwide.	Analysis completed annually by Jul 30 (starting in 2025)	Annually through 2028-2029 school year
20. IM will attend and observe summer institute in which key information is disseminated and in which Site Implementation Teams engage in root cause analysis and develop Problems of Practice and action plans.	The IM is able to monitor processes that are advancing the aims of the action plan.	Starting 2024-2025 school year	Monthly through 2028-2029 school year
21. IM Team will facilitate monthly Community of Practice meetings to calibrate cohort schools in developing Equity Audit Portfolios as monitoring tools.	Cohort schools will efficiently and effectively participate in monitoring activities with agency.	Quarterly - Nov, Jan, Mar, May	Quarterly through 2028-2029 school year
22. IM Team will engage in monthly monitoring visits or work on behalf of each cohort site.	IM monitors school-level continuous improvement processes that advance equity and best practices for educating students (particularly Black students and students with disabilities).	Starting 2024-2025	Monthly per site
23. IM will conduct one-hour in-person Equity Walks, in annual cohorts of 25 school sites over three years, by a small team that is co-constructed with school leadership to observe classrooms and the experiences of students with disabilities, Black students, and Black students with disabilities. IM will analyze Equity Walk data and produce districtwide findings each semester.	The IM is able to establish a baseline and subsequent progress vis-a-vis schools' practices toward and the experiences of Black students, students with disabilities, and Black students with disabilities.	Baseline by Oct 15, 2024; thereafter, annually by Jan 15 and May 15	Twice a year through 2028-2029 school year
24. IM will personalize Key Driver Diagram (KDD) in Appendix J for triangulation of data to be included in Equity Audit Portfolios (to be used as monitoring tools) and will facilitate a community review cohort schools' equity audits.	The IM is able to monitor progress in cultural proficiency using a standardized measure.	KDD by Sep 15 Community reviews annually by Jun 15	Annually through 2028-2029 school year
25. IM will review any updated labor contracts, job descriptions, and evaluations resulting from contract negotiations.	The IM is able to monitor changes to labor contracts that will enable unimpeded implementation of equity-advancing actions.	Annually by Mar 30	Annually through 2028-2029 school year

26. IM will review district and school budgets and budgeting review processes.	The IM is able to recognize the district's commitment to fully resource efforts to address the settlement agreement.	Annually before May 15	Annually through 2028-2029 school year
27. IM team will host data monitoring sessions each month with district and community representatives.	The district and community share in strategic monitoring activities and develop capacity to self-monitor over time.	Starting Nov 2024	Monthly through 2028-2029 school year

## Directive 18: Diversify District Workforce with Black, Indigenous, and People of Color (BIPOC) Employees and Employees with Disabilities

*18. Targeted outreach and recruitment focused on diversifying the District's workforce, specifically to reach measurable improvement in the hiring of and retention of the Black, Indigenous and people of color (BIPOC) employees and employees with disabilities in each of the following groups: teachers, classified staff, and service providers*

### Baseline Data Findings

As mentioned under Directive 16, the IM requested that the district provide data on the number of classified and certificated staff in each school, disaggregated by race and gender, but these data were not made available. Data posted on [Ed Data](#) from 2018–19 show that the teaching body is not representative of the student body in the district (see Baseline Data Findings section under Directive 16). More recent data from [CDE's Data Quest](#) system are available for classified personnel only and show proportionate representation of Black classified staff and nearly proportionate representation of Hispanic/Latino classified staff.

- a. Black classified staff in 2022–23: 16.2%
- b. Black students in 2022–23: 13.1%
- c. Hispanic/Latino classified staff in 2022–23: 37.3%
- d. Hispanic/Latino students in 2022–23: 41.5%

Although these data are useful, they are not sufficient to inform the targets for the representation of BIPOC and people with disabilities among teachers, classified staff, and service providers.

### Actions and Targets

Despite staffing shortages, SCUSD must make every effort to recruit BIPOC educators and educators with disabilities, and to support them to stay in the district, so that the teaching and support staff is more representative of the community. Actions listed under Directive 16 apply to this directive. Additionally, the district must commit to a staffing plan that promotes diversity in hiring and retention of teachers, classified staff, and service providers. The district also is required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in this and other table(s), designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to affect the following measurable targets within the timeframes indicated.

**KK.** *District maintains data systems to track staff hiring and retention.*



**LL.** District develops and executes a plan to hire and support teachers to improve student-to-staff ratios that mirror the demographics of students – in particular, those represented in this settlement.

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall review, analyze, and revise/update as needed the following Board policy (policies) and associated ARs corresponding to this specific directive to ensure attention to equitable and just outcomes and consistency and accountability across the district.</p> <ul style="list-style-type: none"> <li>▪ BP &amp; AR 4030, Nondiscrimination In Employment</li> </ul> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD shall create policies and practices to promote a diverse and talented workforce that represents the demographics of its students and families.</p>	<p>Draft - Nov 15, 2024</p> <p>Final - Jan 15, 2025</p>	<p>One time</p>
<p>2. SCUSD shall research best practices in recruitment and retention of BIPOC employees and employees with disabilities and produce an informal research brief for the IM to review. As part of this research, SCUSD will research and consider intentional partnerships (local or national) with credentialing programs known to serve and focus on focal populations as well as “Grow Your Own” programs for areas requiring improvement.</p> <p>Research and recommendations will be shared with IM and Oversight Committee.</p>	<p>SCUSD’s recruitment and retention plan is based on current relevant best practice research.</p>	<p>Oct 1, 2024</p>	<p>One time</p>
<p>3. SCUSD shall develop an SCUSD-specific formal recruitment and retention plan, with input from plaintiffs. Effective recruitment strategies may include pipeline mechanisms, such as a teaching academy within SCUSD for SCUSD students that creates a pipeline to higher education/teaching credentials with a route back to SCUSD. Effective retention structures might include mentor programs or</p>	<p>SCUSD commits to a staffing plan that promotes hiring and retaining teachers, classified staff, and service providers who are BIPOC and/or who have disabilities.</p>	<p>Sep 1, 2024</p>	<p>Update annually through 2028-2029 school year</p>

<p>district support for affinity group meetings and other support.<sup>11</sup></p> <p>Recruitment and retention plan must be approved by IM prior to adoption by district.</p>			
<p>4. SCUSD shall prepare annual reports on employee demographics including without limitation race and ethnicity (as specific as possible, capturing at least Asian, Black, Hispanic/Latine, Indigenous/ Native American, Pacific Islander, and white employees), gender, and disability status – compared to student demographics to determine whether and for which areas for improved representation remain.</p> <p>Data will be provided to IM and reported to Board annually. (Same as Table 12)</p>	<p>The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.</p>	<p>Provided to IM by September 30, Annually</p> <p>Shared with Board annually at October, Board meeting</p>	<p>Annually through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>5. IM will review district hiring and retention rates and trends (see also actions and monitoring activities listed under Directive 16, Table 12).</p>	<p>The IM is able to monitor the district’s success in increasing the representation of BIPOC and people with disabilities among teachers, classified staff, and service providers’ staff.</p>	<p>Sep 30 2024, then Annually by Jun 30</p>	<p>Annually through 2028-2029 school year</p>
<p>6. IM will review and approve monthly, quarterly, and annual reports and monitor timeliness of reports.</p>	<p>The IM and the district have and review data to inform efforts and impact.</p>	<p>Monthly, quarterly, annually</p>	<p>Monthly, quarterly, annually, through 2028-2029 school year</p>

<sup>11</sup> To the extent that they have been shown to be effective, SCUSD may choose to maintain and financially sustain existing related strategies, such as:

- School site administrators’ program that provides financial support for teacher leaders to become administrators;
- Classified staff to certified teacher pathway grant that supports staff (i.e., IEP paraprofessionals/ instructional aides) who want to complete their bachelor’s degree and get a teaching credential;
- Recruitment for all levels of positions in “unique places” including the state fair, laundromats, junior colleges, and churches, and
- Networking events for BIPOC educators/ allies that aim to build connections among staff, increase retention.

## Directive 19: Implement Independent Monitor Updates on Progress Toward Action Plan

*19. Implementation of a mechanism for the Independent Monitor to, in collaboration with the District, present at publicly agendized workshops before the District's Board of Education to provide an update to the District's Board of Education and community on the District's progress implementing the provisions of the Action Plan and outcomes, to occur at a minimum, biannually*

### Baseline Data Findings

The IM's investigation into current communications and communications structures—internal to SCUSD, across SCUSD, and with SCUSD families and communities—revealed that these systems do not lead to clarity or transparency. Fixing communications structures is a necessary step to ensure that workshops and board presentations are effective and transparent. Furthermore, based on interviews, observations, and interactions in preparing the action plan, it is clear that the perception and actual level of competing efforts result in the de-prioritization of the students and families represented in the lawsuit and settlement agreement. It will, therefore, be necessary to put in place dedicated resources and personnel to ensure that the action plan progresses as intended.

### Actions and Targets

The IM shall work in collaboration with the district to present updates on the district's progress toward implementing the action plan no less than twice a year before the District's Board of Education. These presentations will be public (and publicly agendized) and will complement transparency established through data dashboards (see Directive 21, Table 17) and the knowledge management system described below.

Although there exist other actions in this plan related to developing, improving, and using systems to ensure consistency with critical policies, practices, and programs, there are additional actions needed to shore up communications and communications structures to ensure accessibility to information. To advance transparency and to enable public engagement with the progress being made toward the terms of the settlement agreement, the public must have ready access to up-to-date information and knowledge. To this end, SCUSD will define, develop, and ensure dedicated resources for a knowledge management effort that ensures proactive systems for accessing essential information (policies, procedures, essential and disaggregated data) pertaining to the settlement.

Furthermore, to ensure the district adequately resources the effort to meet the terms of the settlement agreement, SCUSD will need to assign dedicated personnel to the work. As with other recommendations, this is not about adding numbers of staff

with general oversight but rather adding or repurposing staff to dedicated work that is not reprioritized based on competing efforts. To be approved by the IM, the district must design a plan and secure and allocate dedicated resources for the plan to ensure that additional supports are not deprioritized as competing efforts arise. At the very minimum, this support must have dedicated hours and responsibilities and be competent in data systems and facilitation.

Actions listed in the table below require the district to create conditions that will enable the IM to keep the board and community apprised of progress toward accomplishing action plan deliverables and targets. Namely, the district must create centralized knowledge and data access and sufficiently resource and staff efforts to carry out the action plan. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions. The aim of these actions is to affect the following measurable targets within the timeframes indicated:

**MM.** *By the end of each fiscal year (June 30), the IM has made no less than four presentations to the District Board of Education and community, providing updates on action plan implementation and progress.*

**NN.** *By October 1, 2024, SCUSD is sufficiently resourced and staffed to execute the action plan and terms of the settlement agreement.*

Table 15: Independent Monitor Updates on Progress			
Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall formally train IM team representatives, as well as a wider group of district representatives, on the use and integration of data systems (the larger knowledge management system) relevant to the required monitoring. District representatives to be trained must include – <u>at least</u> : <ul style="list-style-type: none"> <li>• all student services staff,</li> <li>• all sped staff,</li> <li>• one school administrator, one counselor, and one clerical position charged with data input,</li> <li>• any District administrators that oversee student discipline or safety-related transfers,</li> </ul>	The IM gains access to data systems required for assessing a baseline and subsequent monitoring of district and student characteristics and outcomes.	Current System by Oct 1, 2024  New system by Feb 1, 2025	One Time  Annually

<ul style="list-style-type: none"> <li>representatives from BPSB/plaintiffs (for non-confidential, outward facing data reporting).</li> </ul> <p>The final list must be approved by the IM. Attendance and impact data from the training must be shared with the IM.</p>			
<p>2. SCUSD shall determine a means to collect and report data to measure fidelity and progress for using its updated data system. Such data must include a tracking mechanism for when, where, and how the systems is used and can also include qualitative data collected via surveys or focus groups.</p> <p>The final plan must be approved by the IM. Attendance and impact data from the training must be shared with the IM.</p>	<p>The district can engage continuous improvement with updated feedback and data.</p>	<p>Tools developed by Oct 1, 2024</p> <p>Data collected and shared quarterly during the 2024-2025 school year, and at the semester for school years after until 2028-2029 school year</p>	<p>Revise annually through 2028-2029 based on feedback</p> <p>Data reported quarterly then at the semester until 2028-2029 school year</p>
<p>3. SCUSD shall draft and finalize a communication plan to ensure proactive communication for accessing essential information (i.e., monthly knowledge management system updates - see Table 17 pertaining to Directive 21), to include a communication map.</p>	<p>The district is equipped and prepared to regularly deliver all relevant data and updates to IM.</p>	<p>Draft Feb 1, 2025; Final by Apr 15, 2025</p>	<p>Revise annually through 2028-2029 school year</p>
<p>4. SCUSD shall develop a staffing plan (hire or repurpose) to ensure dedicated personnel and resources to accomplish directives of the settlement agreement.</p> <p>Staffing plan must be approved by IM prior to adoption by district.</p>	<p>The district is sufficiently resourced to execute the terms of the settlement agreement.</p>	<p>Oct 1, 2024 then annually by April 15</p>	<p>Annually through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>5. IM, working with SCUSD staff members, will issue and execute a schedule of action plan update presentations to the board and public (note that IM subcommittees/task forces listed under Directive 22, Table 18, will contribute to all updates).</p>	<p>IM regularly (at least four times a year) presents to the SCUSD Board of Education and community on district progress implementing the</p>	<p>Sep 1, 2024</p> <p>Then, annually by July 1</p>	<p>Quarterly through 2028-2029 school year</p>

	action plan and moving toward outcomes.		
6. IM will finalize a Key Driver Diagram to outline accountability metrics for self-assessment portfolios to be developed by each site and assessed by IM and community each year.	The IM and community are able to monitor the action plan, and assess progress toward the goals.	Develop by Aug 15, 2024 Assess annually by May 30	Annually through 2028-2029 school year
7. IM will develop and communicate a rubric, finalize an accountability structure (including school leader expectations and evaluation in relation to prioritizing focal populations) and a plan for accountability for those not engaging.	The IM is able to monitor the implementation of the action plan, and the district is aware of areas or individuals where additional implementation support may be needed.	Develop by Aug 15, 2024 Communicate annually by Aug 30	Annually by August 30 through 2028-2029 school year

## Directive 20: Utilization of Root Cause Analyses for Foregoing Directives Concerning District’s Ongoing SIG-DISP and MTSS Efforts

*20. Identification and utilization of root cause analyses and reports, where appropriate, for any of the foregoing enumerated items, recognizing the likelihood of overlap on this subject with the District’s ongoing Significant Disproportionality (“SIG-DISP”) and MTSS efforts*

### Baseline Data Findings

Although the planned primary research and data collection (i.e., interviews and focus groups, site visits, etc.) were not executed due to aforementioned barriers, reports on SCUSD’s disproportionality that pre-existed the engagement of SF-CESS as IM e.g., Council of the Great City Schools audit, [Improving Special Education Services in the Sacramento City Unified School District](#); the California Community College Equity Assessment Lab report, [The Capitol of Suspensions; Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias](#) (compiled by experts from Sacramento State University, Epoch Education, and University of Oregon); and the California Collaborative for Educational Excellence (CCEE) report, [Systemic Instructional Review](#) provide a fairly consistent set of recommendations. These, as well as insights from other districts engaged in best practices, inform the action items under this directive.

### Actions and Targets

SCUSD has been the topic of a variety of analyses and accompanying reports in the past several years, investigating the root causes of disparity in the district. All of these reports have indicated that the district needs to implement MTSS, as well as anti-bias/cultural proficiency training and/or culturally responsive pedagogy. Actions listed in the table below require the district to implement districtwide MTSS and take other actions listed elsewhere in this action plan and in the aforementioned reports. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions. The aim of these actions is to affect the following measurable targets within the timeframes listed.

**OO.** *By the end of the 2024–25 academic year, MTSS frameworks and PD have been introduced at the first cohort of 25 school sites.*

**PP.** *By the end of the 2025–26 academic year, MTSS frameworks and PD have been introduced at the second cohort of 25 school sites, and the previous cohort is demonstrating high fidelity.*

**QQ.** *By the end of the 2026–27 academic year, MTSS frameworks and PD have been introduced at the third cohort of 25 school sites, and the previous two cohorts are demonstrating high fidelity.*

**RR.** *By the end of 2027–28 academic year, all three cohorts are demonstrating high fidelity in MTSS implementation.*

**SS.** *By the end of the 2028–29 academic year, all three cohorts are demonstrating high fidelity in MTSS implementation.*

**Table 16: Utilization of Root Cause Analyses and Overlap with Existing SIG-DISP and MTSS Efforts**

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall review, analyze, and revise/update as needed the following Board policy (policies) and associated ARs corresponding to this specific directive to ensure attention to equitable and just outcomes and consistency and accountability across the district.</p> <ul style="list-style-type: none"> <li>▪ BP &amp; AR 5145.11, Questioning And Apprehension By Law Enforcement (should address accommodations for students with disabilities)</li> </ul> <p>Revised policies must be approved by IM prior to adoption by district.</p>	<p>SCUSD discipline policies emphasize culturally responsive options and alternatives to questioning and apprehension by law enforcement in general and particularly with regard to SWD, Black SWD, and Black students.</p>	<p>Draft - Nov 15, 2024</p> <p>Final - Jan 15, 2025</p>	<p>One time</p>
<p>2. SCUSD shall fully support the development of districtwide implementation of MTSS for behavior intervention (see Appendix I for a sample outline of Behavioral MTSS Action Plan, including options for fidelity measurement). This effort shall be coordinated with the district’s ongoing SIG-DISP efforts and shall ensure that SCUSD:</p> <ul style="list-style-type: none"> <li>· Develop a clear, consistent, well-resourced system including academic, behavioral, and social-emotional learning in a tiered support system that is implemented consistently across the district.</li> <li>❑ Establish and monitor fidelity measures for MTSS implementation across all sites (see Appendix I for options for fidelity measurement).</li> <li>❑ Provide professional learning to general education teachers, special education</li> </ul>	<p>In keeping with previously established root cause analyses and reports, SCUSD implements MTSS to improve school culture and climate, systematize and improve responses to student need, reduce reliance on exclusionary and restrictive responses, and increase cultural proficiency to improve practice districtwide and reduce disparities.</p>	<p>Starting 2024-2025 school year</p>	<p>Ongoing through 2028-2029 school year</p>



<p>teachers, and administrators regarding cultural proficiency and special education obligations (as detailed in Table 13 pertaining to Directive 17).</p> <p>❑ Identify Tier 1, 2, and 3 supports for the system and provide the necessary support teams/staffing needed to be successful.</p>			
<p>3. SCUSD shall review and revise/update as needed its discipline policies and procedural guidance (see Table 3 pertaining to Directives 1 and 2) and ensure that all site staff and leaders receive professional learning in Child Find obligations and cultural proficiency (see Table 13 pertaining to Directive 17).</p>	<p>Building on previously established root cause analyses/ reports, SCUSD revises its discipline policies to emphasize alternatives to exclusionary discipline to help reduce reliance on ISS, OSS, expulsion, behavior hearings, involuntary and voluntary transfers, and referrals to law enforcement, and provides PD to address racial bias and improper discipline of students with disabilities &amp; Black students.</p>	<p>See Tables 3 and 13</p>	<p>See Tables 3 and 13</p>
<p>4. Principals and Director of Student Hearing and Placement – in collaboration with Instructional Assistant Superintendents (IAS) - shall engage in monthly audits of suspension data to reflect on efforts, impacts, and improvements needed. (Please note these audits are distinct from those listed under Directives 1 and 2 in Table 3, as they are to be conducted by district personnel as part of an internal systematic data quality review.)<sup>12</sup></p> <p><i>For example, regional cohorts meet monthly for 45' with IAS, guided by district lead, to review and sign off on data. Running record of reflections are logged and tracked over time by schools and IM. Process can have a gradual release from district leading to sites leading.</i></p>	<p>The goal of these audits by the district is to ensure that there is consistent implementation of such policies and guidance provided on what are appropriate responses to each behavior (i.e., how to use restorative practice.)</p>	<p>Starting Sep 2024</p>	<p>Monthly through 2028-2029 school year</p>

<sup>12</sup> The Director of Student Hearing and Placement was chosen for this role because the IM team was informed that this department oversees student behavior data and provides school sites with guidance on appropriate responses.

<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
5. IM will review monthly updates from SCUSD reporting ongoing SIG-DISP plan and any other implementation plans pertaining to district efforts related to this action plan (MTSS, restorative practices, OMCs, SSTs, revised SpEd evaluation and IEP /504 processes, PD on anti-racism / cultural proficiency / implicit bias, etc.), with guidance from SCUSD regarding overlaps between this action plan and other efforts.	The IM recognizes overlap of extant district efforts with the action plan and coordinates accordingly to avoid duplication of effort.	Oct.15, 2024	One time
6. IM will review district monthly data audits quarterly.	The IM’s review will assess the degree to which data are consistently being reported.	Starting end of fall quarter, 2024	Quarterly through 2028-2029 school year

## Directive 21: Establish Reliable Data System(s)

21. *Establishment of a reliable data collection system to track the metrics outlined in Paragraph C.4 of the Settlement Agreement (which reads: “The Independent Monitor’s Action Plan and Final Action Plan described in paragraph D of this Agreement shall include a provision for the development of a reliable data collection system and parameters on the measurement of progress of implementing the Action Plan and, where determined applicable and necessary, any necessary metrics, including baseline metrics, that should be establishments for such measurement.”)*

### Baseline Data Findings

One of the first things reported at an early interview was that SCUSD claims to be “data rich but process poor.” This summation was proven to be true not only through follow-up interviews but through the very process of seeking and reflecting on data to develop an action plan.

Efforts by the IM team to obtain data from the district revealed notable shortcomings in this area. Although there are some process and systems in place for collecting and/or analyzing data, the accessibility, integration, and systemic use of these is inconsistent at best and non-existent at worst across the district. District officials reported that SCUSD does not save its raw data from previous years and relies instead on CalPads reports, thereby thwarting the possibility of multi-year disaggregated analyses. Additionally, the district’s data processes are not transparent to the community.

### Actions and Targets

Seamless and transparent access to data is at the crux of systemic change moving forward. The district records data, as required by the state, but the IM was not able to detect regular usage of data in daily data-driven decision-making. Systems for data management and access (including some level of public access) must be built to increase transparency and accountability. Furthermore, school and district personnel need to learn how to use data to effect desired outcomes—this will require training. SCUSD will create an inquiry and improvement model and related systems to ensure engagement, transparency, accessibility, and accountability with regards to achievement and experience data with a focus on interrupting barriers (root causes) to reaching equitable outcomes. Actions listed in the table below require the district to advance improved data practices, improve data transparency, and build capacity for data-driven decision-making, including staffing and PD. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions. Model must be approved by IM before implementation.

The aim of these actions is to effect the following measurable targets within the timeframes indicated.

**TT.** *Data dashboards are available for public and internal review of SCUSD practices by the end of August 2025.*

**UU.** *By the end of August 2026, 100% of school site administrators have received PD on the use of data to regularly and consistently advance aims named in the settlement agreement and the goals of this action plan.*

Required Actions	Goal(s)	Timeframe	Frequency
1. SCUSD shall establish a policy or resolution to maintain (i.e., not delete) raw student-level electronic data moving forward to enable multi-year disaggregated analyses of all disciplinary practices, OMCs, SSTs, IEP processes, bullying incidents, and LRE data.	The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.	Adopt Resolution by Aug 19, 2024	One time
2. SCUSD shall identify a central district data person qualified to implement, create, and maintain data systems (including the larger knowledge management system) described in this action plan (potentially the chief information officer or another highly qualified person with sufficient time to commit to required data system actions). This person will serve on the IM Oversight Committee.	The district has a clear accountability structure for the creation, maintenance, and monthly data updates of data systems described in this action plan.	Sep 1, 2024	One time
3. SCUSD shall develop a district committee and establish one electronic knowledge management system for all data and artifacts relevant to this action plan (listed elsewhere in this document), including policies, programs, procedures, and manuals; staff retention; and student-level data (maintaining anonymity of students and teachers), organization charts, and contact information. SCUSD shall commit resources and practices to ensure the data remains up to date and reliable. The knowledge management system must be approved by the IM prior to adoption.	IM is able to access data needed to monitor the district’s progress toward the measurable targets named in this action plan (e.g., reduced disparities in the use of discipline, LRE, and bullying).	Final system by Dec 1, 2024	Data updated and made available monthly, quarterly, twice a year, and annually, depending on data type - through 2028-2029 school year Training to occur at least annually

<p>4. SCUSD shall establish a set of interactive data dashboards for display on the SCUSD website, containing data elements from the settlement agreement. The dashboard shall pull from the above mentioned knowledge management system to include aggregate data on suspension, expulsion, alternatives to suspension, OMCs, supports students receive (e.g., case management, mental health services, restorative practices, etc.), and SWD identification, that also can be disaggregated by student race/ethnicity, grade level, SWD status, primary SWD diagnosis, and EL status. SCUSD shall update dashboards monthly and add dashboards as additional data are monitored.</p> <p>Members of the public and school district may have varying levels of access to underlying information, in compliance with the Family Education Rights and Privacy Act (FERPA).</p> <p>Each data dashboard must be approved by the IM prior to adoption.</p>	<p>The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.</p>	<p>Data dashboard made public Jan 1, 2025</p>	<p>Updated monthly through 2028-2029 school year</p>
<p>5. SCUSD shall provide professional training in</p> <p>(a) data management for discipline data to data managers in district and</p> <p>(b) mandatory professional learning to school administrators and staff on how to utilize data and identify their areas of need.</p>	<p>The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.</p>	<p>Annually by Sept 1</p>	<p>Annually through 2028-2029 school year and as needed</p>
<p>6. SCUSD shall ensure staff are trained in using data, that staff are using data to make decisions, and that data systems are consistent across the district. To that end, the central district data person (named in item 2, above) shall run a monthly usage report to see who in the district is accessing what information, and how often, which will be submitted to the IM.</p>	<p>The district increases its capacity for data-driven decision-making, for tracking improvements, maintaining required targets/goals, and for sharing requisite data with the IM.</p>	<p>Annually by Oct 15</p> <p>Monthly reports</p>	<p>Annually through 2028-2029 school year</p> <p>Monthly through 2028-2029 school year</p>

**SCUSD shall enable the IM access required to conduct the following monitoring activities:**

7. IM will meet with the central district data person (named in item 2, above) to monitor district progress and usage of knowledge management system and related dashboards.	The IM is able to measure the district's success in establishing reliable data systems in compliance with the terms of the settlement agreement. The IM is able to measure whether staff know how to access monthly data reports.	Starting Aug 2024	Quarterly through 2028-2029 school year
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## Directive 22: Mechanisms for Stakeholder Input on Action Plan Implementation

*22. Mechanisms to gather and incorporate stakeholder input, i.e., students, teachers, classified staff, and parents, in development and implementation of policy and systems changes facilitated by the Action Plan*

### Baseline Data Findings

As a result of interviews with SCUSD staff and parents, the IM team identified that there is a lack of accountability between district and families, insufficient responsiveness to parents/guardians by the district, and too few avenues for meaningful input from parents/guardians, students, and community. Furthermore, the IM has been made aware of multiple examples in which focal students and/or families—and, specifically, plaintiffs—were potentially targeted for retaliation and/or intimidation as a result of advocating for said focal students and families—at times with reference to this very lawsuit and settlement agreement. After interviews and a review of current policies, a need was determined for wider, more specific, and more transparent policies protecting those affected by and/or advocating for focal students named in this lawsuit. These policies and procedures should extend beyond the named focal students and protect any students for whom the data demonstrates marginalization. Additionally, IM team communications with the district have revealed the importance of two-way communication and engagement with union bargaining units to ensure that union-represented stakeholders (e.g., Sacramento City Teachers Association [SCTA], Service Employees International Union, and Sacramento City branch of United Professional Educators representing principals) understand and invest in the terms of the settlement agreement and support the implementation of the action plan.

### Actions and Targets

An essential component in developing this action plan has been the inclusion of and support for diverse engagement and representation—especially plaintiffs and their representatives. Any and all efforts moving forward must have a plan for such inclusion. This will start with formalizing task forces and/or committees with diverse representation and shared leadership.

Actions in the table below require that the district ensure ample opportunity for meaningful input from stakeholders, including parents/guardians, students, teachers, and school and district staff; enable students, teachers, classified staff, and parents to meaningfully provide input without fear of retaliation; design, organize, and empower a set of task forces and/or committees; develop their leadership, knowledge, skill, and capacity in order to maintain a transparent process of oversight

and monitoring moving forward; and put in place some basic measures to increase transparency and information accessibility to families. The district is also required to allow the IM team access to data, school sites, and personnel as needed to perform the various monitoring activities listed in the table, designed to improve data quality and measure successful implementation of actions.

The aim of these actions is to effect the following measurable targets within the timeframes indicated.

*vv. Every year, majorities of students, parents/families, and SCUSD staff responding to surveys indicate that they are aware of ways to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan.*

Required Actions	Goal(s)	Timeframe	Frequency
<p>1. SCUSD shall develop a model for diverse representation and shared leadership for ongoing oversight and monitoring. The model must include representation from parents/guardians, students, teachers, and school and district staff (including union representation as necessary to advance the work). The model shall include IM committees/ subcommittees or bodies<sup>13</sup> to address and monitor:</p> <ul style="list-style-type: none"> <li>▪ Oversight Committee (district and site based) responsible for DBI/CI cycles</li> <li>▪ District anti-racist/cultural proficiency PD;</li> <li>▪ Policy and procedural revision</li> <li>▪ Communications</li> </ul> <p>This plan must be reviewed and approved by IM prior to implementation.</p>	<p>District community stakeholders are directly involved in the leadership and implementation of policy and systems changes named in this action plan.</p>	<p>Design/plan by Sep 15, 2024 (including job description, calendars, seats);</p> <p>Final plan by Oct 15, 2024, Committees launched by Nov 15, 2024</p>	<p>Committees meet monthly through 2028-2029 school year</p>

<sup>13</sup> These bodies will contribute to board and public reporting listed under Directive 19, Table 15; the district may leverage existing groups/bodies for this engagement, for example, including members of the SCTA’s Special Education and Inclusionary Practices Workgroup.



<p>2. The Oversight Committee will commit time or delegate to a subcommittee time to review, discuss, and provide input about new decisions and designs that include but are not limited to new programs, roles, and responsibilities.</p> <p>The Oversight Committee will oversee the following IM subcommittees:</p> <ul style="list-style-type: none"> <li>▪ Cultural proficiency</li> <li>▪ Policy and procedures</li> <li>▪ Disproportionality</li> <li>▪ Data and communications</li> </ul>	<p>District community stakeholders are directly involved in the leadership and implementation of policy and systems changes named in this action plan.</p>	<p>August 19, 2024</p>	<p>Weekly meetings through 2028-2029 school year</p>
<p>3. SCUSD shall prioritize action plan requirements consistently in negotiations with labor partners to ensure that there are no labor-related impediments to executing the plan as written. The district shall, furthermore, work with the SCTA to clarify and update labor contract language pertaining to “changes in work conditions” to ensure a greater level of specificity in order to remove barriers to the execution of this action plan.</p>	<p>The district is able to carry out the action plan without labor-related impediments.</p>	<p>Starting 2024-2025 school year</p>	<p>Ongoing monthly report out through 2028-2029 school year</p>
<p>4. Because the action plan crosses multiple departments, the Superintendent shall designate and ensure participation by a district team with sufficient responsibility and resources to serve on the IM’s Oversight Committee (and by extension cultural proficiency; policies, practices, and procedures; and disproportionality subcommittees) to coordinate and communicate the implementation of the action plan with fidelity, in accordance with the settlement agreement, and in relationship to the monitoring activities of the IM.</p> <p>Team members who are SCUSD employees will be released from responsibilities to be provided time to serve on the Oversight Committee.</p> <p>This team will report progress to the Superintendent and IM at least monthly. Minimally, the district team will consist of,</p>	<p>High-level district personnel, along with parent / family representation, hold responsibility for the implementation of the action plan.</p> <p>The Oversight Committee meets frequently to ensure required actions are executed as planned.</p> <p>Monitoring tools evolve with use and feedback. With relevant tools,</p> <ul style="list-style-type: none"> <li>• IM is able to monitor the district’s success in supporting schools toward achieving autonomous cultural proficiency.</li> <li>• The district has a standard for recognizing when a school site has achieved an</li> </ul>	<p>August 19, 2024</p>	<p>Oversight Committee to meet at least bi-monthly through 2028-2029 school year</p> <p>Subcommittees to meet at least monthly through 2028-2029 school</p>

<ul style="list-style-type: none"> <li>• SELPA Director (currently assigned as point person to oversee the action plan)</li> <li>• Assistant Superintendent for Special Education (Lead)</li> <li>• MTSS Director</li> <li>• Project Manager</li> <li>• Bullying Prevention Specialist (or their supervisor or whatever position is leading Bullying Prevention efforts)</li> <li>• Data Analyst</li> <li>• Executive Director LCAP/ Director Strategy and Continuous Improvement (Data Strategist)</li> <li>• Chief Human Resources Officer<sup>14</sup></li> </ul>	<p>acceptable level of cultural proficiency</p>		
<p>5. SCUSD shall, with representatives of the BPSB, review and develop or improve, and put into action board and district policies for an annual communication plan inclusive of all affected parties in the settlement (staff, students, and families) to:</p> <ul style="list-style-type: none"> <li>▪ Communicate and demonstrate a commitment to protecting the education and employment of those who (within the parameters of the law) advocate to interrupt the marginalization of students and families, and</li> <li>▪ Include a detailed procedure and identified personnel to facilitate complaints and /or reports of intimidation or retaliation related to advocating for marginalized focal students. These procedures should include, minimally, access to an agreed upon, neutral investigator, transparent reporting, and an appeal process.</li> </ul> <p>These policies and procedures must be approved by IM prior to adoption by district.</p>	<p>All members of the SCUSD community are able to advocate without fear of reprisal.</p>	<p>Draft for Approval – Nov 15, 2024</p> <p>First Reading – January 15, 2025</p> <p>Adoption – March 15, 2025</p>	<p>Annually through 2028-2029</p>

<sup>14</sup> Given changes to SCUSUD’s organizational chart, titles are approximate. SCUSD may substitute, with approval from the IM, other positions as long as they align with the following rationales for including the listed positions: Assistant Superintendent for Special Education as lead because of role in district’s special education practices; MTSS Director because of role in implementing MTSS, a key activity within the plan; Executive Director LCAP/Director Strategy & Continuous Improvement because effective improvement teams need a strong data strategist and this role will provide data expertise to direct improvement efforts and for understanding data within the system; Project Manager as administrative support to the project; Data Analyst to provide the necessary data to inform team decision-making; and Chief Human Resources Officer due to the various hiring, retention, and labor-related actions in this plan.

<p>6. SCUSD shall commit staff and resources to a comprehensive effort to remove systemic barriers and form/ co-construct and develop of a coalition of internal and external partners to engage in ongoing and regular family advocacy (including policy and program creation). These partners must inform and partake in efforts to educate school staff and train and organize family members to collaborate in five essential roles families play in accelerating student learning (as described in <a href="#">Flamboyant Foundation, 2022</a>, included in Appendix K). Potential partners, in addition to the plaintiffs (BPSB, families of students with disabilities, Black students, and Black students with disabilities), may also include partners such as <a href="#">Parent Teacher Home Visits</a>, <a href="#">Parent Institute for Quality Education</a>, and <a href="#">Education Civil Rights Now</a>.</p> <p>This plan to be co-constructed with plaintiffs and must be approved by the IM with input from plaintiffs before adoption.</p>	<p>Community partners have a voice in district policy and program creation, and authentic family engagement is institutionalized throughout the district.</p>	<p>Starting 2024-2025 school year</p>	<p>Monthly through 2028-2029 school year.</p>
<p>7. SCUSD shall establish a multi-lingual / multi-access “IM hotline” for parents, students, and staff to communicate across multiple modalities any issues related to the action plan implementation.</p> <p>This information will be collected as part of monitoring activities and anonymously reported to SCUSD for the purpose of addressing as needed. This tool will be communicated to and shared with all families and staff annually.</p> <p>This plan must be approved by the IM with input from plaintiffs before adoption.</p>	<p>Barriers to real-time information gathering will be reduced or removed.</p>	<p>Work to begin by Sept 1, 2024 Final Mechanism and communication plan to begin by Dec 15, 2024 – at the latest.</p>	<p>Communicated by Sep 15 each year through 2028-2029 school year</p> <p>Plan for district to maintain system post settlement agreement by Jun 30, 2027</p>
<p>8. SCUSD shall ensure that all required actions are measured for efficacy and reported at least annually to the IM, Board, and public.</p>	<p>Data and impact transparency are necessary for systemic change and trust.</p>	<p>Starting 2024-2025</p>	<p>See specific actions</p>
<p>9. SCUSD and plaintiffs will use the following outline when new or revised dates and/or action items are required for the action plan:</p>	<p>At times, parties (and the action plan) are responsive to the data and to current</p>	<p>Starting 2024-2025</p>	<p>As needed through 2028-2029 school year</p>

<ul style="list-style-type: none"> <li>❑ Meeting 1: When a new or revised date or action is required because of a) missing a deadline, b) not completing an action, or c) new or additional data, the IM will present to the Oversight Committee the cause for a revision or update and the Oversight Committee will discuss and brainstorm possible changes in the same meeting.</li> <li>❑ Meeting 2: At the following meeting, the IM will present a suggested change or addition and facilitate a conversation seeking consensus from the Oversight Committee.</li> <li>❑ Meeting 3: The conversation may continue to a third meeting. If consensus is not reached by meeting #3, the IM will use the settlement agreement as a guide for next steps.</li> </ul>	<p>realities to ensure improvement.</p>		
<p>10. SCUSD shall develop and conduct and analyze data from an annual parent/ family and secondary survey in all of the county’s threshold languages to gauge student and family experiences, as well as a staff survey, which will include questions pertaining to knowledge of opportunities to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan. The survey must be approved by IM prior to adoption by district.</p>	<p>The district is able to assess success in advancing a climate that is supportive of community input and student advocacy.</p>	<p>Annually by May 1</p>	<p>Annually through 2028-2029 school year</p>
<p>11. SCUSD shall secure time on School Board meetings for IM (in collaboration with parties) to provide progress updates. SCUSD shall secure sufficient time between the IM and Superintendent 1 week prior to each scheduled School Board meeting to review progress updates.</p>	<p>School Board is informed of progress of action plan. Superintendent is informed and is able to provide input in advance.</p>	<p>Nov, Jan, Apr, Jun dates secured Annually – by Sept 1 for 2024 then by Jul 1 Annually after that.</p>	<p>Quarterly through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>12. IM will review agendas, notes, and action items from task forces, IM subcommittees, and the Oversight Committee, assessing for stakeholder input and implementation mechanisms.</p>	<p>The IM is able to monitor the district’s successful implementation of the action plan.</p>	<p>Oct. 15, Jan 15, Apr 15, Jun 15</p>	<p>Quarterly through 2028-2029 school year</p>

<p>13. IM will gather feedback from members of task forces, IM subcommittees, the Oversight Committee, and partners, as well as schools that should be receiving programmatic support, to assess the effectiveness of implementation efforts.</p>	<p>The IM is able to monitor district success in gathering and incorporating stakeholder input in the development and implementation of policy and systems changes facilitated by the action plan.</p>	<p>Annually by Jun 30 starting in 2025</p>	<p>Annually through 2028-2029 school year</p>
<p>14. IM will monitor annual parent/family and secondary survey in all of the county's threshold languages to gauge student and family experiences, as well as a staff survey, which will include questions pertaining to knowledge of opportunities to contribute meaningfully (and without fear of reprisals) to policy and system changes related to the settlement agreement and this action plan.</p>	<p>The IM is able to monitor success in advancing a climate that is supportive of community input and student advocacy.</p>	<p>Oct 15, 2024 Then, annually by June 15</p>	<p>Annually through 2028-2029 school year</p>
<p>15. IM will facilitate the agreed upon protocol to address disputes between plaintiffs and the district and/or proposed changes in the action plan or timelines. (This includes new metrics and timetables with the addition and update of missing or incomplete data.)</p>	<p>Ongoing conflicts between parties are resolved effectively.</p>	<p>Reviewed annually by Sep 1</p>	<p>Facilitated as needed through 2028-2029 school year</p>
<p>16. IM will review and approve annual reports and monitor for their timeliness.</p>	<p>Data and impact transparency are necessary for systemic change and trust.</p>	<p>Ongoing</p>	<p>Annually through 2028-2029 school year</p>

## CONCLUSION

In sum, the actions listed in this plan all fall within the following categories:

- Additional Data Collection/Condition-Setting Actions
- Policy and Procedures
- Staffing
- Professional Development/Training
- Data Infrastructure and Use
- Task Forces and Committees

Over the past few months, the IM has encountered various and significant barriers in conducting a thorough data-based assessment. The IM therefore requires that SCUSD promptly provide access to the additional data needs described in this plan. This data must be received immediately, or as described in the timeframes listed, to ensure effective monitoring. There are a number of other actions in this plan whose timeline is urgent as well, including policy reviews and revisions.

## APPENDIX A. ACTION PLAN BACKGROUND<sup>15</sup>

### Lawsuit and 22 Directives

On September 5, 2019, the Black Parallel School Board (BPSB) and three students in the Sacramento City Unified School District (SCUSD) filed suit in the U.S. District Court for the Eastern District of California, naming SCUSD and a selection of its officers under Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. § 1983, Title VI of the Civil Rights Act of 1964 (Title VI), and state law. The class action case, [Black Parallel School Board v. Sacramento City Unified School District \(2:19-cv-01768\)](#) concerned discrimination based upon disability and race, calling out special education practices and student discipline with an emphasis on Black students with disabilities. Represented by Disability Rights California, the National Center for Youth Law, Western Center on Law & Poverty, and the Equal Justice Society, the plaintiffs sought injunctive and declaratory relief, as well as attorneys' fees. Specifically, plaintiffs petitioned the court to order SCUSD to reform its policies and procedures to identify, offer, and provide accommodations and modifications to all eligible students, claiming that SCUSD's practices and system resulted in segregation and mistreatment of students with disabilities, particularly Black students with disabilities. The plaintiffs further alleged, among other things, that:

- Students with disabilities faced excessive and exclusionary discipline;
- Students with disabilities did not receive accommodations that would allow them to participate in equal education opportunities (in violation of the ADA and the Rehabilitation Act);
- Half of students with disabilities were segregated into separate classrooms (equivalent to a status-based denial of equal education in violation of the Fourteenth Amendment);
- Black students with disabilities were 2.8 times more likely to face suspension than other students with disabilities; and
- Black students with disabilities faced a racially hostile environment (in violation of Title VI of the Civil Rights Act and California Government Code Section 11135).

In May 2023, all parties agreed to a set of terms articulated in a comprehensive [settlement agreement](#) requiring that an independent monitor (IM) create an action

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<sup>15</sup> It should be noted that defendants have questioned the relevance of including this background information in the action plan. The IM has opted to include it, as this background illustrates potential barriers to the effective and expeditious implementation of this action plan. Much of the work needed to address the settlement agreement is intertwined with addressing and removing systemic barriers named in this section.

plan to achieve 22 directives spelled out in the settlement agreement and evaluate compliance with the action plan over the ensuing five years. The terms included, among other things, a substantial reduction in disciplinary referrals of students with disabilities and Black students with disabilities, substantially more integrated classrooms for students with disabilities and Black students with disabilities, systems to prevent and remediate the bullying of students with disabilities and Black students with disabilities, legally compliant special education assessments, and the creation of best practices for the processes and issues regarding Individualized Education Programs (IEPs).

The lawsuit, settlement agreement, and this action plan are all informed by, among other things, the following independent data analyses and reports:

- Council of the Great City Schools audit, [Improving Special Education Services in the Sacramento City Unified School District](#);
- The California Community College Equity Assessment Lab report, [The Capitol of Suspensions](#);
- [Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias](#) (compiled by experts from Sacramento State University, Epoch Education, and the University of Oregon); and The California Collaborative for Educational Excellence (CCEE) report, [Systemic Instructional Review](#).

It should be noted that the required actions set forth in this action plan are by and large consistent with recommendations made in the aforementioned reports.

## Independent Monitor Role

San Francisco Coalition of Essential Small Schools (SF-CESS) was named as the IM in July 2023. In this role, SF-CESS is tasked with writing an action plan that includes steps intended to achieve the 22 directives, alongside specific measurable time-bound targets, assuming the IM finds that such steps are not already in place and/or such outcomes have not already been achieved. To this end, the IM's first tasks were to conduct an assessment using district data and primary qualitative data collection (interviews and focus groups); to update data findings that prompted the lawsuit and settlement; and to inventory the district's existing programs, assets, and capacity to achieve the 22 directives. Notably, the settlement agreement stipulates that:

*[T]he Independent Monitor and any retained personnel by the Independent Monitor shall be entitled to access to all District records and data, including student records, except for materials protected by the attorney-client privilege or attorney work product doctrine from either Party. The Independent Monitor and any retained personnel by the Independent Monitor shall have access to District premises, including to observe classroom instruction and speak with District staff, as necessary to perform the*



*Independent Monitor's duties under this Agreement and subject to procedures required by the District of visitors to District premises...in keeping with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, 34 C.F.R. Part 99, Education Code section 49060 et seq., and similar state laws.*

## Progress and Barriers Encountered

During the IM's assessment process, SCUSD leaders continually expressed alignment with the goals of this settlement and a strong will and desire to advance the effort. The IM has received several sets of quantitative data pertaining to special education and discipline and has been given access to a single district official through whom all requests are being funneled. However, systemic barriers (bureaucracy, communication culture, data collection, data use, norms, politics, protocols, etc.) persist in preventing effective and timely execution of essential work and the creation of conditions necessary to meet the goals of the settlement.

For example, several data requests are still outstanding. And the district has not facilitated IM team access to schools for the purpose of gathering input, feedback, and other forms of qualitative data related to each school's and SCUSD's cultural proficiency level.

Furthermore, after much collaboration and planning, a community launch was delayed from November and scheduled for December 7, 2023, to ensure more attendance and representative teams from all schools. While the efforts led to a large representation of BPSB community members and significant attendance from SCUSD central office, fewer than 10 school representatives (three of whom were school administrators) from only 6 of the 75 schools attended. Those in attendance stated that communication and scheduling conflicts were the main reasons for the low attendance and noted that the invitation had gone out three days prior to the event.

One of the agenda-supported goals for this meeting was to gather data from every school team related to SCUSD's reported efforts that have been taken in response to the settlement. The topics were:

1. Board Certified Behavior Analysts (BCBA)
2. Anti-Bias/ Anti-Racism Professional Development
3. De-Escalation Efforts
4. Policies & Procedures

As a result of the poor attendance by school site personnel, the IM made a request for feedback virtually after the meeting—even from those in attendance. No feedback has been received. The IM was able to hold informal meetings with some school representatives, which revealed varied and uneven practices regarding each of the above listed topics. The most consistent finding from these conversations was that

most of these efforts were neither required nor executed with fidelity and consistency across all sites.

The only effort that was executed across all sites was the anti-bias PD for principals. This effort was seen as positive, but it did not necessarily trickle down to sites in a formal manner or in PD for school staff. In addition, it was reported that the primary vendor of this work changed this year for unknown reasons with less than positive results.

Around December 2023, the IM requested access to principals via principal meetings—specifically requesting that principals hold 30 minutes per month to accelerate communications. This request was met with what may be considered reasonable and standard bureaucracy of scheduling, permissions, communication, etc. The result, however, was an additional delay.

The IM’s attempts to gather these data have continually been stalled based on what seems to be a larger district culture that translates to impediments in accomplishing these data-gathering efforts. This culture has manifested in a number of ways, including those stated above, as well as a lack of shared understanding of the importance of qualitative and observational data. Additionally, and uniquely for the IM’s requirement to access schools, there was a dynamic by which permission was perceived as needed to conduct these efforts (i.e., from unions or the superintendent), leading to many behind-the-scenes negotiations and further delays. The IM engaged in these conversations because it is an important condition to create buy-in to facilitate and expedite progress, but at some point, this effort became ineffective.

The barriers to access have proven formidable and are in direct conflict with the terms of the settlement agreement, which clearly state that the IM is to have access to data, premises, and personnel, in compliance with FERPA and related laws. Currently, the IM has concluded that the lack of results and poor access to data are in themselves data findings. These findings indicate a need for high-level district personnel to take ownership of the settlement agreement and respond promptly and comprehensively to IM requests for access.

## Timeline Leading to Action Plan

Below is a timeline listing key events in the lead-up to the action plan.

Year	Significant Event
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2017	Council of the Great City Schools audit, <a href="#">Improving Special Education Services in the Sacramento City Unified School District</a> , published, reporting, among other things, that Black students in SCUSD had a 3.01 risk ratio for Emotional Disturbance designation and making a wide array of recommendations concerning policy, practice, data, staffing, and the widespread implementation of a multi-tiered support system (MTSS).
2018	The California Community College Equity Assessment Lab release of <a href="#">The Capitol of Suspensions</a> , which showed SCUSD’s suspension rate for Black male students to be more than five times higher than the state average and recommended intensive, ongoing professional development for all SCUSD educators on unconscious bias, racial microaggressions, culturally mediated behaviors, and teaching practices for boys and young men of color.
2019	<p><b>September</b> <a href="#">Black Parallel School Board v. Sacramento City Unified School District (2:19-cv-01768)</a> filed in the U.S. District Court for the Eastern District of California, claiming discrimination based upon disability and race, calling out special education practices and student discipline with an emphasis on Black students with disabilities; September 20 (virtual) and September 26 (in person at Hiram Johnson High School) town halls on settlement agreement led by District and Plaintiff BPSB; District affirms at in-person town hall District’s policy prohibiting soft suspensions.</p> <p><b>December</b> Parties enter agreement providing for a structure for settlement discussions; interim measures agreed upon, including directing District staff to grant all parent/ guardian requests for IEP and 504 assessments, to hold Manifestation Determination meetings after six cumulative days of suspensions, and to halt violations of students’ school discipline rights, including the use of informal suspensions, suspensions for non-suspendable offenses, failure to consider other means of correction, and violations of due process rights.</p>
2020	<p><b>January/February</b> Three-person expert team retained. Plan to evaluate issues raised in the litigation initiated, including writing a report.</p> <p><b>March</b> COVID pandemic-related school closures temporarily suspending expert research with eventual transition to virtual format.</p> <p><b>November</b> Adjustments made in SCUSD Special Education Leadership Team, including Assistant Superintendent and Special Education Local Plan Area (SELPA) Director.</p>

2022	<b>January</b> <a href="#">Experts Evaluation Report for Sacramento City School District Special Education, School Discipline, and Implicit Bias</a> finalized, calling for revised IEP procedures, extensive professional development, implementation of MTSS across the district, and improved monitoring and use of data.
	<b>April</b> CCEE published the <a href="#">Systemic Instructional Review (SIR) report</a> , which includes a comprehensive set of actions to improve professional learning, assessment and data, and internal collaboration, as well as procedures to advance equity.
	<b>May</b> Plaintiffs and defense attorneys begin negotiations over terms of settlement; <a href="#">joint motion</a> filed to further extend stay and referral for settlement conference.
	<b>December</b> Agreement reached on non-fee terms of settlement, including that implementation of the settlement be overseen through an IM model, with an IM identified within 45 days of agreement consent.
2023	<b>May</b> Settlement agreement between plaintiffs and SCUSD in <i>BPSB et al. v. SCUSD et al.</i> , (Case No. 2:19-cv-01768-DJC-KJN) executed.
	<b>July</b> San Francisco Coalition of Essential Small Schools (SF-CESS) notified of selection as IM.
	<b>September</b> SCUSD Board of Education approval of SF-CESS contract as IM; Board identifies comprehensive data assessment as the first task for the IM.
	<b>November 14</b> Project launch meeting intended to orient a large number of SCUSD school administrators to the settlement agreement and IM role.
	<b>November 20 and December 1</b> SF-CESS visit to SCUSD to gather data—meeting with SELPA director, but no other district executives available to meet; SCUSD LCAP Interim Director, Strategy & Continuous Improvement, Dr. Eldredge, indicates that communication <i>cannot</i> go through him.
	<b>December 7</b> In-person community meeting held to orient school administrators to the work; notice sent three days before event, so event was attended by three school administrators, some central office personnel, parents, and students; 116 invited, 35 attended.
2024	<b>December 2023–February 2024</b> SF-CESS submits specific data requests to SCUSD.

**January–March** Data extracts and policies received and analyzed by IM team, some data requests never fulfilled; action planning conducted nevertheless.

## Subcommittees

The actions delineated in this action plan were assembled by the following three subcommittees, each of which comprises members of the IM team with specific expertise in the relevant subcommittee areas of focus along with members of the plaintiff group/counsel (district staff were invited but had little to no participation in subcommittees):

**Disproportionality in Special Education and Discipline Subcommittee:** Responsible for analyzing special education and discipline data toward the identification of actions and targets for Directives 1–10, 12, 13, and 14.

**Systems & Structures Subcommittee:** Responsible for reviewing district policies, procedures, and practice manuals toward the identification of actions and targets for Directives 11, 15, 16, 18, 20, 21, and 22.

**Cultural Proficiency Subcommittee:** Responsible for collecting data on cultural proficiency through a Cultural Proficiency Self-Assessment survey, Equity Walks, focus groups, and interviews, toward the identification of actions and targets for Directives 17 and 19.

## Theory of Change

In its capacity as IM, SF-CESS recognizes that meeting the mandates of the settlement agreement will require not only that SCUSD change a number of its policies, procedures, and practices but also that it undergoes an organizational and cultural transformation. The theory of change underpinning this transformation corresponds to the [SF-CESS Cultural Proficiency Rubric](#) (Appendix F) according to which schools and school districts move from Cultural Blindness, to Cultural Pre-Competence, to Cultural Competence, and eventually to Cultural Proficiency along the following five domains:

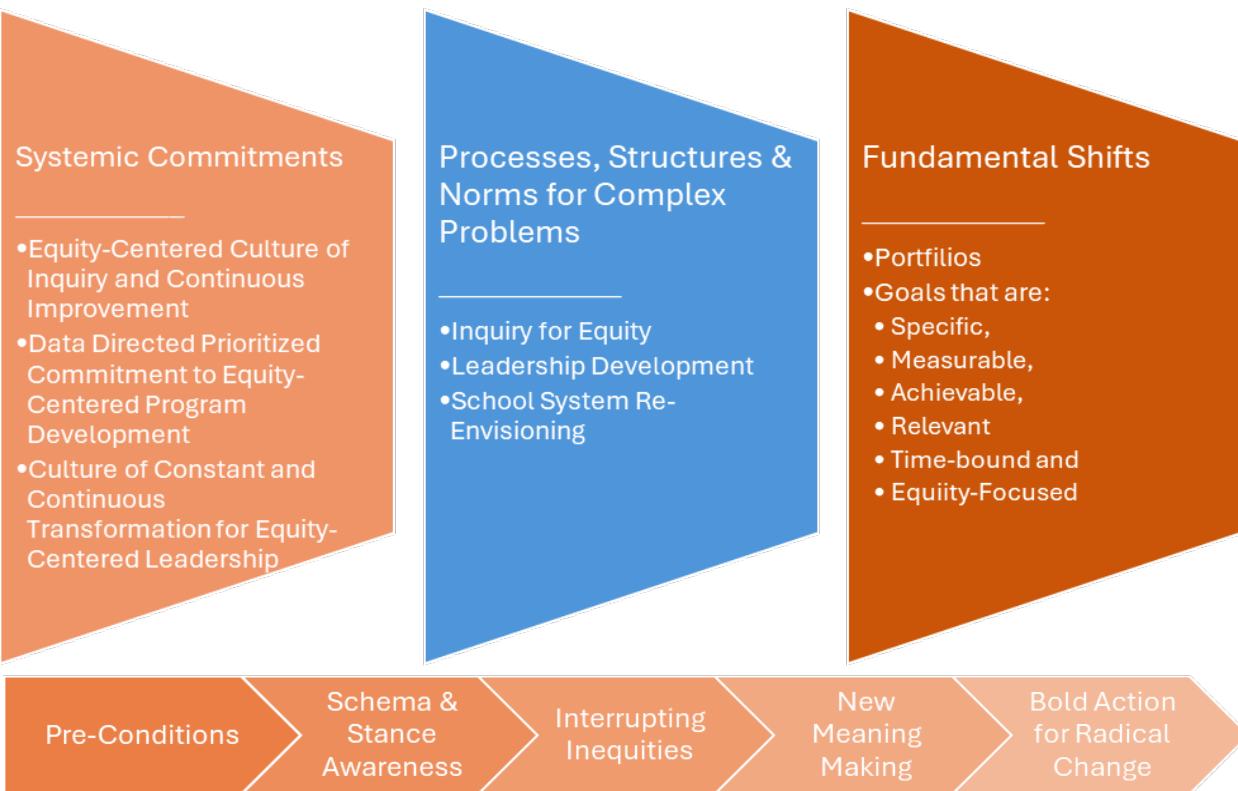
- Acceptance and Respect for Differences;
- Attention to Dynamics Across Difference;
- Continuous Expansion of Cultural Knowledge and Resources;
- Adaptation of One’s Values and Behaviors and an Organization’s Policies and Practices; and

- Ongoing Assessment of One's Own and the Organization's Culture

With the ultimate aim of achieving a Culture of Inquiry for Equity, the SF-CESS model leads educational organizations through a multi-stage process, beginning with pre-conditions for change and culminating in bold action for radical change. The drivers of this change are commitments made throughout the system toward:

- Equity-Centered Culture of Inquiry and Continuous Improvement
- Data-Directed, Prioritized Commitment to Equity-Centered Program Development
- Culture of Constant and Continuous Transformation for Equity-Centered Leadership

Aim: Culture of Inquiry for Equity



## APPENDIX B. LAUSD BULLETIN 5655.3—GUIDELINES FOR STUDENT SUSPENSIONS

[https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/416/friday\\_brief/friday\\_brief\\_jan-Feb\\_2020/BUL-5655.3 Guidelines for Student Suspensions.pdf](https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/416/friday_brief/friday_brief_jan-Feb_2020/BUL-5655.3_Guidelines_for_Student_Suspensions.pdf)  
(2016)



## APPENDIX C. SAMPLE PERSONAL LEARNING AND SUPPORT PLAN (PLSP)

<https://drive.google.com/file/d/1yQ32cInYPXzdtNu0xCB6O0LH--uWEs01/view?usp=sharing>

## APPENDIX D. DISCIPLINE POLICY RECOMMENDATIONS

The SCUSD Board Policies should align with cited state and federal law for the education of students with disabilities. Upon review of the SCUSD Board Policies regarding discipline and behavior intervention for students with disabilities, we recommend the following policy changes:

### Overall Changes

- Create a Special Education Policy and Procedures Guide inclusive of all policies relevant to special education services and students with disabilities. By housing these policies in one guiding document, students, families, and staff will have easier access to relevant information.
- Translate Special Education Policy and Procedures Guide into approachable language for parents and students. The current policies contain legal jargon drawn nearly entirely from state code. The Policy and Procedures Guide should contain section summaries in approachable language.

### Behavioral Intervention for Students with Disabilities

- Include an understanding of *why* a behavior is occurring as part of a behavior intervention and support plans. Consider including this language from the [Los Angeles Unified School District Special Education Policies and Procedures Manual](#) (2007):
  - Behavior Support Plans should focus on understanding ‘why’ the behavior occurred (i.e. ‘the function’ or ‘communicative intent’) then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making “instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.” (Diana Browning Wright, Behavior/Discipline Trainings, 2003)
- Include defined levels of behavior support and intervention. Consider including this language from the LAUSD manual:
  - The structures for addressing student behaviors and creating positive, safe environments for students fall within three levels. Each level includes supports that enable students to access the curriculum and the social environment of the school setting. The levels are:
    - **Universal:** Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in group support systems.
    - **Selected:** Includes all supports at the “Universal” level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent/family training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, FBA resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams.

- Targeted: Includes all supports at the “Universal” and “Selected” levels plus intensive social skills training; individualized support plans; parent/ family training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).
  - Amend the list of interventions prohibited in a behavior emergency to specifically prohibit prone containment. The current policy allows for prone containment. Consider this language from the LAUSD manual, which lists this as a prohibited intervention:
    - Simultaneously immobilize all four extremities, including the procedure known as prone containment

### **Suspension and Expulsion for Students with Disabilities**

- Include a clause discouraging the use of suspension. Consider this language from the LAUSD manual:
  - Federal and State laws generally require schools to be proactive and to implement interventions at the earliest sign that a student’s behavior is impeding his/her ability to learn. Students who receive special education services may be suspended *only* when other means of correction have failed to bring about proper conduct. Out of school suspension typically has little relationship to the misconduct and does not support behavioral change.
- Include a section describing appropriate alternatives to suspensions. Consider this language from the LAUSD manual:
  - Discipline is to be used instructionally and while the use of alternatives to suspension includes the use of consequences, the emphasis must be placed on what the student needs to learn in order to avoid future misconduct. The appropriate means of correction may include community service, required mini-courses on conflict resolution, anger management, etc. Change in student behavior is typically supported by a Behavior Support Plan or Behavior Intervention Plan. Homeroom may be used to provide opportunities to learn necessary skills proactively as can after- school detention, where learning activities can be matched to misconduct. Reactive strategies such as de-briefing and de-escalating anger and aggression are both excellent ways to change student behavior. Utilizing in-classroom supports such as buddies can change classroom behavior by providing appropriate peer models. Using a whole school approach that includes mentoring adds a team approach to positive behavior support, helping to change a student’s reputation who has been having a difficult time with behavior over a long period and to support the student in getting re-engaged in the learning community. As a system, schools are encouraged to use a Coordination of Services Team (COST) to match the student to appropriate services, etc. and to use Student Success Team (SST) to identify recommendations. After school detention or Saturday School may be used to provide consequences to students without loss of instructional time.
  - In-School Suspension alternatives are to be used whenever possible as long as the student with disabilities continues to receive services according to his/her IEP.

- Include specific criteria and relevant actions according to the frequency and duration of suspension. Consider this language from the LAUSD manual:
  - **First Suspension:** Whenever a student receiving special education services engages in conduct that results in out of school suspension, a Disciplinary Review Team (DRT) meeting must be convened immediately upon the student's return to school to review the incident and to address the concerns regarding the student. The DRT should, at minimum, include a Dean or counselor, teacher, administrator, an individual with knowledge about positive behavior support strategies, and the parent/ guardian. The team should evaluate the severity of the misconduct and determine whether:
    1. There are interventions that can be used to address the behavior that do not require an IEP team meeting;
    2. The team needs to modify the implementation of the student's current Behavior Support Plan or Behavior Intervention Plan; and if so,
    3. An IEP team meeting should be held to:
      - a. Review the student's current instructional program.
      - b. Develop or revise a Behavior Support Plan to address the behaviors relating to the misconduct.
      - c. Revise the current Behavior Intervention Plan, as needed, to prevent recurrence of the misconduct.

**Note:** All requirements for parent [or guardian] notification and participation in the IEP meeting must be followed.
  - **Second Suspension: Following misconduct that results in a second suspension, the Dean or other certificated staff member in charge of discipline will:**
    1. Upon the student's return, immediately schedule an IEP meeting to review the student's instructional program in addition to considering any assessments that must be done to identify the function of the student's behavior and/or to develop, review, or modify the Behavior Support Plan or Behavior Intervention Plan. The IEP is to identify other interventions as appropriate to prevent a recurrence of the misconduct.
    2. Gather pertinent information from the Disciplinary Review Team (DRT).
  - **Five or More Days of Suspension: Five or more days of suspension is a serious indicator that the student continues to struggle with behavior that impedes learning. If the student's suspensions reach eight (8) cumulative days of suspension, an IEP team must meet to do the following:**
    1. Discuss the misconduct(s) and the relationship between the misconduct and the student's disability.
    2. Review any behavioral assessments that have been conducted about this student. If the student's behavior is serious and the student does not have a Functional Analysis Assessment (FAA), consult with the Behavior Intervention Case Manager (BICM) to determine whether an FAA should be conducted. (See Bulletin H-50 Rev.). **Note:** If the IEP team determines that an FAA is needed, an assessment plan must be completed and approved by the parent; an FAA must be conducted by a Behavior

Intervention Case Manager (BICM); and an IEP team meeting must be held to consider the FAA and recommendations (see Bulletin H50 Rev.).

- a. FAA Review the student's current IEP, including the Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) and its implementation, and make any modifications necessary, to determine whether or not it continues to be an appropriate offer of FAPE (see Appendix A, *Determining Placement in the Least Restrictive Environment*, p 181 from the [Los Angeles Unified School District Special Education Policies and Procedures Manual](#) (2007)).
  - b. The maximum number of days a student with disabilities can be suspended **shall not exceed 10 cumulative days** in a school year, [sic] On day 11, if not before, the student must return to the school site, an IEP meeting is held to determine appropriate services. Informal suspension, whereby a parent [or guardian] is advised to keep a student at home, is prohibited.
- Include criteria prohibiting expulsion if the student's behavior was the result of the district's failure to implement their IEP. Consider language from the LAUSD manual:
    - A student with a disability who receives special education services and is being considered for expulsion is required to have a manifestation determination (pre-expulsion) IEP, and can only be expelled if the alleged misconduct of the student meets the District's criteria for expulsion, and:
      1. The conduct in question was not caused by, and did not have a direct and substantial relationship to, the student's disability; and
      2. The conduct in question was not the direct result of the District's failure to implement the IEP.
  - Include required actions that must be taken if it is determined that the student's behavior is a manifestation of their disability. Consider language from the LAUSD manual:
    - [If the] IEP team determines that the alleged misconduct is a manifestation of the disability
      1. The expulsion process should not proceed.
      2. The IEP team should discuss and document appropriate steps (including changes to the IEP supports, modifications, services, aids and placement) to address the student's conduct and the student's IEP, and the Behavior Support Plan, should be amended appropriately.
      3. Requests for further assessments should also be made if the IEP team deems it appropriate.
      4. Contact the Special Education Support Unit or Student Discipline Proceedings Unit for guidance on follow-up actions.

## APPENDIX E. GAMUT TEMPLATE FROM CSBA

[HTTPS://WWW.CSBA.ORG/EN/PRODUCTSANDSERVICES/POLICYSERVICES/GAMUT#GSC.TAB=0](https://www.csba.org/en/productsandservices/policy-services/gamut#gsc.tab=0)

## APPENDIX F. CULTURAL PROFICIENCY SELF-ASSESSMENT SURVEY RUBRIC

[https://drive.google.com/file/d/1FJmXfMsyojWznJkm2vpo\\_ytWpKP55MO9/view?usp=sharing](https://drive.google.com/file/d/1FJmXfMsyojWznJkm2vpo_ytWpKP55MO9/view?usp=sharing)

## APPENDIX G. EQUITY WALKS OVERVIEW

<https://drive.google.com/file/d/11eotjgtCi5hgR9gbivrTD-yoZhFrGs5Q/view?usp=sharing>



## APPENDIX H. DRAFT STAFF CAPACITY SURVEY

### SWD Professional Experience Survey

Please select your school from the dropdown list:

During the current school year (2023-24), what is your role at your school?

- General Education Teacher ( )  
Special Education Teacher
- Instructional Aide (e.g., Paraprofessional, Teaching/Instructional Assistant)
- School Administrator (refers to principals, vice principals and other school-level administrators)  
[add other so participants can list their role]
- Other: \_\_\_\_\_\*

{SKIP LOGIC GENERAL EDUCATION TEACHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

- Do not teach any students with disabilities
- Teach students with disabilities with support from one or more Instructional Aide(s) or Paraprofessional(s)
- Teach students with disabilities with consultation from a special educator or specialist [ ]  
Teach students with disabilities with push-in from a special educator or specialist
- Teach students with disabilities with a special education co-teacher
- Teach students with disabilities *without* co-teacher, consultation, or push-in support [ ]
- Other (please fill in): \_\_\_\_\_

{SKIP LOGIC SPECIAL EDUCATION TEACHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

- Teach students with disabilities in a resource or special-education only class
- Provide consultation support to general education teachers, but not push-in or co-teaching support
- Provide push-in/in-class support to general education teachers(s)
- Co-teach with general education teacher(s)
- Other (please fill in):

{SKIP LOGIC AIDE/OTHER ONLY}

What is your role in working with students with disabilities (select all that apply for your role)?

- Do not teach any students with disabilities
- Provide support to one student with disabilities as a 1:1 aide
- Provide support to one or more students with disabilities in a general education class
- Provide support to one or more students with disabilities in a resource or special education-only class

Provide support in a mixed classroom with general education and special education co-teachers

Other (please fill in): \_\_\_\_\_

**During the current school year (2023-24), approximately what percent of the students you work with are students with disabilities?**

- I do not provide support services to or teach any students with disabilities
- 1% - 10%
- 11% - 25%
- 26% - 50%
- 51% - 75%
- 76% - 99%
- 100%

**[ALL SURVEY TAKERS]**

**Please indicate your level of agreement with the following statements regarding working with students with disabilities.**

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
With high-quality instruction/support, students with disabilities can achieve grade-level standards.	( )	( )	( )	( )
Teaching students with disabilities can be effective when students are placed in general education classrooms.	( )	( )	( )	( )
All students, including students with disabilities, can meet high academic standards.	( )	( )	( )	( )
Students with disabilities should be included in the general education setting to the greatest degree possible.	( )	( )	( )	( )
I believe every behavior that is considered problematic has a root issue that can be understood.	( )	( )	( )	( )

**{SKIP LOGIC GENERAL EDUCATION TEACHER AND SPECIAL EDUCATION TEACHER ONLY}**

**Please indicate your level of confidence in doing the following to support and teach students with disabilities.**

	<b>Little confidence I can do it</b>	<b>Confident I can do this somewhat</b>	<b>Confident I can do quite a bit of it</b>	<b>Certain I can do it</b>
I can adapt the curriculum/my lesson plans to help meet the needs all of my students, especially students with disabilities.	( )	( )	( )	( )
I can use a wide variety of strategies for teaching the curriculum to enhance understanding for all of my students, especially those with disabilities (e.g., I can break down a skill into its component parts to facilitate learning for students with disabilities.)	( )	( )	( )	( )
I can establish meaningful relationships with students with disabilities.	( )	( )	( )	( )
I can create a classroom environment that is welcoming for students with disabilities in my classroom.	( )	( )	( )	( )
I can utilize positive behavior interventions to	( )	( )	( )	( )

manage student behavior.				
I can manage a safe and supportive classroom environment that reduces behavior challenges.	( )	( )	( )	( )

**{SKIP LOGIC ALL BUT SCHOOL ADMINS }**

**Please indicate your level of agreement with the following statements about your school leaders’ support for serving students with disabilities. "School leaders" refers to principals, vice principals and other school-level administrators.**

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
My school leaders provide support when I share challenges in teaching students with disabilities.	( )	( )	( )	( )
My school leaders/school culture demonstrate a strong commitment to meeting the learning needs of students with disabilities.	( )	( )	( )	( )
My school leaders provide sufficient opportunities for professional development about effective practices for teaching students with disabilities.	( )	( )	( )	( )
My school/ district provides resources (training, staff, resources) to help me manage classroom behavior.	( )	( )	( )	( )

**{SKIP LOGIC SCHOOL ADMINS ONLY}**

**Please indicate your level of agreement with the following statements about support for serving students with disabilities in your role as a school leader. "School leaders" refers to principals, vice principals and other school-level administrators.**

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
In my role as a school leader, I provide support when staff				

share challenges in teaching students with disabilities.	( )	( )	( )	( )
My school culture demonstrates a strong commitment to meeting the learning needs of students with disabilities.	( )	( )	( )	( )
In my role as a school leader, I provide sufficient opportunities for professional development about effective practices for teaching students with disabilities.	( )	( )	( )	( )

## APPENDIX I. BEHAVIOR MTSS ACTION PLAN

This document outlines an implementation plan for an MTSS approach to supporting and responding to student behavior. In Year 0, the 2023–2024 school year, SCUSD will convene the MTSS Planning Group (including teachers, principals, union leadership, and district office staff who are deemed relevant to MTSS) that reports to the Oversight Committee to outline the MTSS procedure and supports and determine demonstration schools. In Year 1, the 2024–2025 school year, SCUSD will pilot the MTSS approach in selected demonstrated schools and engage in continuous improvement to identify strengths and challenges in the implementation process. Based on this feedback, in Year 2, the 2025–2026 school year, SCUSD will implement the MTSS approach in the rest of its constituent schools and engage in fidelity assessments. Beyond Year 2, SCUSD will continue to improve the MTSS approach based on feedback from staff, students, and parents and engage in evaluation to understand outcomes for students, especially Black students and students with disabilities.

### Year 0—Planning (2023–2024)

- Select demonstration schools for initial implementation using a combination of need, readiness, and commitment criteria.
  - [Selecting Demonstration Schools \(2021\)](#)
  - [School Readiness Tool \(2021\)](#)
- Develop a professional development plan for training and coaching to support MTSS implementation, differentiated across schools and based on data/need and implementation phase.
  - Identify ongoing coaching activities at the district and school levels.
    - [Professional Development and Coaching Guidance \(2021\)](#)
    - [Coaching for Ongoing Professional Learning Within Tiered Support Models \(2020\)](#)
  - Establish a request for assistance process to be managed by an identified person (e.g., advanced tier team lead) and educate all e.g., school staff, community partners, students) on the process.
    - [Request for Assistance Guidance \(2022\)](#)
    - [Sample Request for Assistance Form \(2022\)](#)
    - [MTSS Infrastructure and Support Mechanisms Series: Communication With and Involvement of All Staff \(2022\)](#)
- Tier 1
  - Establish guidelines for schoolwide positive behavior expectations and acknowledgment systems to serve as a consistent foundation for MTSS in schools.

- [Developing a Schoolwide Behavior Expectation & Acknowledgment System \(2021\)](#)
    - [California MTSS Framework \(2021\)](#)
    - [Tips for Intensifying Instruction at Tier 1 \(2021\)](#)
  - Select a universal social-emotional learning (SEL) curriculum that aligns with schoolwide positive behavior expectations to aid both students and teachers in learning and applying SEL skills.
    - [Selecting a SEL Curriculum \(2023\)](#)
- Tier 2
  - § [Building a Culture of Staff Wellness Through Multi-Tiered System of Supports \(2021\)](#)
    - Establish guidelines for schoolwide behavior response plans that are aligned with behavior expectations and focus on restorative disciplinary policies and processes.
      - [Designing a Schoolwide Behavior Response Plan \(2021\)](#)
      - [Restorative Approaches to Addressing Student Behaviors \(2021\)](#)
      - [Sample Behavior Response Flowchart \(2022\)](#)
      - [10 Essential Features of Tier 2 \(2023\)](#)
    - Select a universal social-emotional screener based on scholarly evidence, cost/resources, fit with other initiatives, and readiness/capacity to implement. Establish routines and procedures for administering the screener and collecting, managing, analyzing, and sharing data. Ensure a response plan including adequate personnel and continuum of interventions in place to address needs.
      - [Universal Social-emotional Screening in Schools \(2021\)](#)
      - [Review of Social-emotional Screening Tools \(2023\)](#)
      - [Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide \(nd\)](#)
    - Establish a protocol for selecting evidence-based practices (EBPs) for installation across all schools, including annual review of existing interventions.
      - [Selecting High-Leverage Practices \(2021\)](#)
- Tier 3
  - Develop community mental health facilitated referral pathway(s) to assist youth with behavioral health needs and provide their families access community-based supports and services when indicated.
    - [Developing Facilitated Referral Pathways \(2021\)](#)
    - [How Can We Ensure IEP Teams Provide the Most Intensive Supports? \(2018\)](#)

- [Intensive Intervention Meeting Facilitator’s Guide \(2021\)](#)

### **Year 1—Implementation in Demonstration Sites (2024–2025)**

- Level-set knowledge and understanding of school-level MTSS routines and procedures.
  - [Establishing MTSS-B Routines & Procedures \(2021\)](#)
- Professional Learning
  - Implement ongoing coaching activities at the district and school levels for school staff and school leaders.
  - Utilize request for assistance process identified in planning phase to continue to educate stakeholders (school staff, community partners, parents, students).
- Tier 1
  - Integrate universal SEL curriculum in classrooms determined in Year 0.
  - Publicize guidelines for schoolwide positive behavior expectations determined in Year 0.
- Tier 2
  - Implement school wide behavior response plans and restorative disciplinary practices identified in Year 0.
  - Administer the universal SEL screener identified in Year 0 and collect, manage, analyze, and share data. Implement response plan including adequate personnel and continuum of interventions in place to address needs.
  - Install EBPs for behavior interventions in schools and conduct first annual review.
- Tier 3
  - Utilize the community mental health facilitated referral pathway(s) identified in Year 0.
  - Plan for expansion into remaining schools
    - Gather feedback from stakeholders (students, parents, teaching staff—general education and special education, support staff, school leaders) regarding the experience of MTSS in the demonstration sites.
      - [Going Beyond the Basics: Using Feedback to Support MTSS Implementation \(2018\)](#)
    - Conduct self-assessments and district-led assessments of implementation to identify strengths and areas for additional support utilizing the following tools, where appropriate:
      - [District MTSS Action Planning Tool \(2022\)](#)



- [NIRN Hexagon Discussion & Analysis Tool \(2019\)](#)
- [Fidelity Integrity Assessment \(2020\)](#)
- [Self-Assessment of MTSS Implementation \(2022\)](#)
- [MTSS Fidelity of Implementation Rubric \(2023\)](#)
- [Effective Coaching of Teachers: Fidelity Tool Worksheet \(2018\)](#)
- [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools \(2023\)](#)
- Amend implementation procedures based on feedback from demonstration sites and assessments.

**Year 2—Expansion into Remaining Schools (2025–2026) (*adjust as needed based on demonstration school feedback*)**

- Level set knowledge and understanding of school-level MTSS routines and procedures.
  - [Establishing MTSS-B Routines & Procedures \(2021\)](#)
- Professional Learning
  - Implement ongoing coaching activities at the district and school levels for school staff and school leaders.
  - Utilize request for assistance process identified in planning phase to continue to educate stakeholders (school staff, community partners, parents, students).
- Tier 1
  - Integrate universal SEL curriculum in classrooms determined in Year 0.
  - Publicize guidelines for schoolwide positive behavior expectations in Year 0.
- Tier 2
  - Implement schoolwide behavior response plans and restorative disciplinary practices identified in Year 0.
  - Administer the universal SEL screener identified in Year 0 and collect, manage, analyze, and share data. Implement response plan including adequate personnel and continuum of interventions in place to address needs.
  - Install EBPs for behavior interventions in schools and conduct annual review.
- Tier 3
  - Utilize the community mental health facilitated referral pathway(s) identified in Year 0.
- Engage in continuous improvement processes and evaluation in Year 2 and moving forward with all schools.

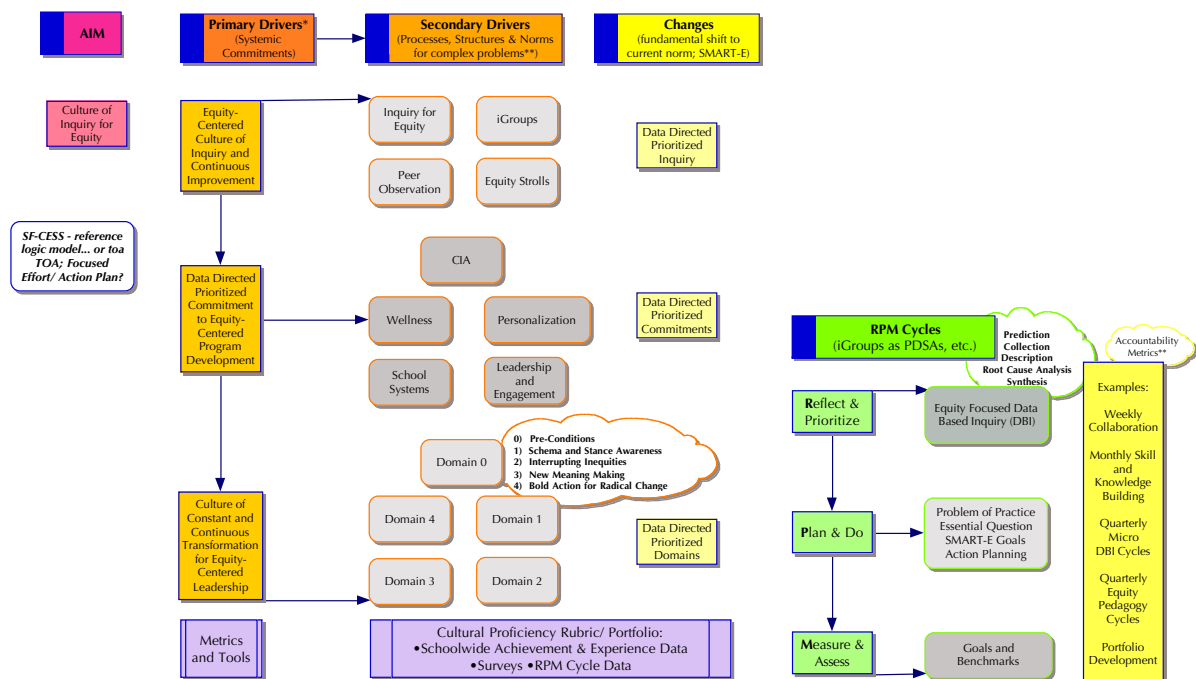
- Gather feedback from stakeholders (students, parents, teaching staff—general education and special education, support staff, school leaders) regarding the experience of MTSS in the demonstration sites.
  - [Going Beyond the Basics: Using Feedback to Support MTSS Implementation \(2018\)](#)
- Conduct self-assessments and district-led assessments of implementation to identify strengths and areas for additional support utilizing the following tools, where appropriate:
  - [District MTSS Action Planning Tool \(2022\)](#)
  - [NIRN Hexagon Discussion & Analysis Tool \(2019\)](#)
  - [Fidelity Integrity Assessment \(2020\)](#)
  - [Self-Assessment of MTSS Implementation \(2022\)](#)
  - [MTSS Fidelity of Implementation Rubric \(2023\)](#)
  - [Effective Coaching of Teachers: Fidelity Tool Worksheet \(2018\)](#)
  - [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools \(2023\)](#)
  - [MTSS Evaluation Tip Sheet \(2022\)](#)

Amend MTSS procedures based on feedback and assessments.

# APPENDIX J. KEY DRIVER DIAGRAM

[https://drive.google.com/file/d/1eG0iDl0\\_7nGhJ0QRheO9a17mVrJSF76/view?usp=drive\\_link](https://drive.google.com/file/d/1eG0iDl0_7nGhJ0QRheO9a17mVrJSF76/view?usp=drive_link)

## SF-CESS Driver Diagram



# APPENDIX K. FLAMBOYAN FIVE ESSENTIAL ROLES

<https://flamboyanfoundation.org/wp-content/uploads/2020/01/Five-Roles-Families-Play-Flamboyan-Foundation.pdf>



APPENDIX L. CONFIDENTIAL STUDENT RECORDS – NOT  
AVAILABLE TO THE PUBLIC



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** November 21, 2024

**Subject:** Material Revision to Sol Aureus College Preparatory (“S.A.C. Prep”) Charter Petition

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Deputy Superintendent’s Office

**Recommendation:**

Sol Aureus College Preparatory (“S.A.C. Prep”) is requesting to add Transitional Kindergarten (TK) to its current charter. If the Board is confident in S.A.C. Prep’s fiscal, governance, and instructional plan to add TK, staff recommends that the Board approve the material revision. If the Board is not confident in S.A.C. Prep’s fiscal, governance, and instructional plan to add TK, staff recommends that the Board deny the material revision and ask S.A.C. Prep to resubmit a formal request for a material revision with additional information if it desires to continue implementing a TK program for the 2025-2026 school year.

**Background/Rationale:** On September 11, 2024, S.A.C. Prep petitioned the Sacramento City Unified School District (District or SCUSD) to renew its charter. The current charter expires on June 30, 2026. The submitted petition includes language indicating S.A.C. Prep was adding TK to its education program. A review of S.A.C. Prep’s website indicated that it had already begun offering the TK program in the 2024-25 school year. However, S.A.C. Prep did not separately submit a written request for a material revision to its charter to add TK or otherwise state in the renewal petition that it intended for such addition to be treated as a material revision, subject to District Board approval.

The addition of TK to the charter program at S.A.C. Prep was noted in the District’s *Notice of Alleged Governance and Fiscal Concerns and Reasonable Opportunity to Cure* dated October 18, 2024. In addition to the stipulations in law, Sacramento City

Unified Board Policy 0420.41 (adopted by the District's Board in June 2023) clearly describes the requirement to submit a request for a material revision when adding grade levels or making a substantial change to the instructional model. The District's position is that the addition of TK reflects both criteria. S.A.C. Prep was notified of these requirements in September 2023.

Although the standards and criteria in Education Code Section 47605 apply to material revisions, the procedures for addressing material revisions do not. Material revision requests are separate from the consideration of a renewal petition. While it is considered best practice to follow standard protocols outlined in Education Code Section 47605, there are several differences for the authorizing board to consider, including:

1. There is no time limit on the submission of a material revision request or timeframe for a decision.
2. There is no requirement for findings for denial of a proposed material revision; and
3. Material revisions are not deemed to be "granted" if not denied within 60 days.

Ultimately, the Board is the decisionmaker on whether to approve or deny the material revision. The attached sample resolutions are designed to provide the Board with draft language around which to formalize that decision.

**Financial Considerations:** Review of the fiscal portions of S.A.C. Prep's renewal petition did not reveal any fiscal concerns that would likely result in a change of financial position for either S.A.C. Prep or the District.

**LCAP Goal(s):** Goal 2: Improving Academic Outcomes

**Documents Attached:**

1. Sample Resolution Language for Board Consideration
2. [Staff Renewal Report with linked Exhibits](https://www.scusd.edu/charter-renewal) (Linked or available at <https://www.scusd.edu/charter-renewal>)

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Mary Hardin Young, Deputy Superintendent  
Amanda Goldman, Director, Innovative Schools

**Approved by:** Lisa Allen, Superintendent



## **Sample Resolutions: Material Revision**

Sol Aureus College Preparatory  
S.A.C. Prep

November 21, 2024

The following are sample resolutions that the board may use in their decision on the material revision to the charter.

They include:

1. [An approval resolution](#), under which the charter would be authorized to expand educational program to offering Transitional Kindergarten
2. [A denial resolution](#), under which the charter school would not be authorized to offer transitional kindergarten at this time.

Items **highlighted in yellow** may need to be adjusted at the time of the meeting based on the charter school's response to the Notice to Cure, due November 19, 2024



**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3458**

**Resolution to Approve a Material Revision to Sol Aureus College Preparatory's  
Charter to Add Transitional Kindergarten**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*);

**WHEREAS**, Sol Aureus College Preparatory (“SAC Prep”) operates an independent charter school authorized by the Sacramento City Unified School District (“District”), which serves students in kindergarten through eighth grade;

**WHEREAS**, SAC Prep’s current charter term expires on June 30, 2026, but it submitted a petition to renew its charter early on September 11, 2024 (“Renewal Petition”);

**WHEREAS**, the Renewal Petition refers to the operation of a transitional kindergarten (“TK”) program and, based on information available on SAC Prep’s website, SAC Prep has been implementing a TK program during the 2024-2025 school year;

**WHEREAS**, Education Code section 47605(a)(4) provides that if a charter school proposes to expand operations to one or more grade levels, it shall request a material revision to its charter to add those additional grade levels, and the chartering authority shall consider whether to approve such request at an open, public meeting;

**WHEREAS**, SAC Prep did not formally request a material revision to its charter to add a TK program and it did not reflect the addition of TK as a substantive change to its educational program in the Renewal Petition recently submitted to the District;

**WHEREAS**, despite this omission, the District is treating the addition of the TK program as a request for a material revision to SAC Prep’s charter, which requires the approval of the District’s Board of Education; and

**WHEREAS**, pursuant to Education Code section 47607, material revisions are governed by the same standards and criteria applicable to petitions to establish charter schools, and must include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Sacramento City Unified School District does resolve, determine, and order the following:

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

2. The Board has considered, and approves of, SAC Prep's addition of a TK program as part of its grade-level offerings such that it is now authorized to serve students in TK through eighth grade.
3. The Superintendent or her designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

**PASSED AND ADOPTED** by the Board of Education of the Sacramento City Unified School District on November 21, 2024, at a duly noticed meeting by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Lisa Allen, Superintendent

\_\_\_\_\_  
Lavinia Phillips, Board President

**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3458**

**Resolution to Deny a Material Revision to Sol Aureus College Preparatory's  
Charter to Add Transitional Kindergarten**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*);

**WHEREAS**, Sol Aureus College Preparatory (“SAC Prep”) operates an independent charter school authorized by the Sacramento City Unified School District (“District”), which serves students in kindergarten through eighth grade;

**WHEREAS**, SAC Prep’s current charter term expires on June 30, 2026, but it submitted a petition to renew its charter early on September 11, 2024 (“Renewal Petition”);

**WHEREAS**, the Renewal Petition refers to the operation of a transitional kindergarten (“TK”) program and, based on information available on SAC Prep’s website, SAC Prep has been implementing a TK program during the 2024-2025 school year;

**WHEREAS**, Education Code section 47605(a)(4) provides that if a charter school proposes to expand operations to one or more grade levels, it shall request a material revision to its charter to add those additional grade levels, and the chartering authority shall consider whether to approve such request at an open, public meeting;

**WHEREAS**, SAC Prep did not formally request a material revision to its charter to add a TK program and it did not reflect the addition of TK as a substantive change to its educational program in the Renewal Petition recently submitted to the District;

**WHEREAS**, despite this omission, the District is treating the addition of the TK program as a request for a material revision to SAC Prep’s charter, which requires the approval of the District’s Board of Education; and

**WHEREAS**, pursuant to Education Code section 47607, material revisions are governed by the same standards and criteria applicable to petitions to establish charter schools, and must include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Sacramento City Unified School District does resolve, determine, and order the following:

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

2. The Board has considered the proposed material revision but denies the addition of a TK program to SAC Prep’s grade-level offerings.
3. The Board will permit SAC Prep to continue to operate the current TK program during the 2024-2025 school year to avoid any disruption to educational programming and services to TK students currently enrolled in SAC Prep; however, SAC Prep is not authorized to operate TK beyond the current school year (i.e., after June 30, 2025).
4. Should SAC Prep desire to operate a TK program after June 30, 2025, SAC Prep shall be required to formally submit a written request for a material revision to its charter to the Board for its consideration and approval. The request shall include the following:
  - a. A detailed description of the TK program, consistent with the current understanding of TK that is uniquely designed to meet the developmental, social-emotional, and academic needs of this age group.
  - b. A description of the current TK enrollment, staffing numbers, and staff credential status, as well as anticipated projected student enrollment and staffing for the remaining years of the then-current charter term.
  - c. Financial information, including budget assumptions and budget details, reflecting the anticipated revenues and expenditures associated with the TK program for the current fiscal year and the next two fiscal years.
5. The Superintendent or her designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

**PASSED AND ADOPTED** by the Board of Education of the Sacramento City Unified School District on November 21, 2024, at a duly noticed meeting by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Lisa Allen, Superintendent

\_\_\_\_\_  
Lavinia Phillips, Board President



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

**Meeting Date:** November 21, 2024

**Subject:** Determination Hearing for Charter Renewal for Sol Aureus College Preparatory (“S.A.C. Prep”)

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Deputy Superintendent’s Office

**Recommendation:** Based on Sol Aureus College Preparatory’s (“S.A.C. Prep”) status as a “high-performing” charter school, designated by the California Department of Education, a comprehensive review of the charter renewal petition, and an evaluation of its program over the most recent charter term, the District’s review team has concluded that the renewal petition **might not meet the minimum legal standards** under the Education Code **to qualify for approval for the requested seven-year term, beginning July 1, 2025, through June 30, 2032.**

District staff found three areas in which the petition might not be considered reasonably comprehensive. A petition that is not complete or reasonably comprehensive may support findings for denial. These findings are detailed in the Staff Renewal Report.

District staff found one area that might be considered a factor that would lead the charter school to be unlikely to implement its program based on governance concerns. On October 18, 2024, the District issued a Notice of Alleged Governance and Fiscal Violations and Reasonable Opportunity to Cure (Notice to Cure) pursuant to E.C. section 47607(e). S.A.C. Prep had until November 19, 2024 to respond to the Notice to Cure. At the time of the deadline to publish Board Meeting materials (i.e., November 12, 2024) that response had not been received.

If the District’s Board takes action to approve the renewal petition, with or without conditions, District staff will oversee S.A.C. Prep’s full satisfaction of any corrective actions described and any other conditions or oversight items that the Board may direct.

**Background/Rationale:** On September 11, 2024, S.A.C. Prep submitted a petition to renew its charter. It is requesting to renew the term of its charter a year early, which expires on June 30, 2026. On October 24, 2024, the District held an initial public hearing to consider the level of support for the petition from the district's teachers, other employees, and parents/guardians.

In accordance with Education Code section 47605, the governing board of the school district shall either grant or deny the renewal of the charter within 90 days of receipt of the petition. At the hearing in which the governing board votes on the renewal of the charter, the charter petitioners must be provided with equal time and procedures as district staff to address the board on the proposed recommendation and findings on the petition.

District staff, in collaboration with an external review team, reviewed the submitted petition, artifacts from the S.A.C. Prep's most recent charter term, and publicly-available student outcome data. At multiple points in the process, reviewers identified possible deficiencies in the petition and notified S.A.C. Prep of its rights to rescind, update, and resubmit.

Findings from that process were compiled into the *Staff Renewal Report*, which was posted on the District's website on November 6, 2024. The *Staff Renewal Report* (attached) also includes an overview of the legal guidance on the criteria for renewal.

Education Code sets out specific procedures that must be followed as part of the petition review process. One of these procedures is for District staff to propose written factual findings concerning the petition, which could support either a reauthorization or a denial of the charter. Staff prepared its proposed findings of fact on the petition, which were incorporated into the *Staff Renewal Report*. These findings are based on staff's evaluation, and the Board is not required to adopt the findings in that report in whole or in part.

Ultimately, the Board is the decisionmaker on whether to approve, approve with conditions, or deny the renewal petition for S.A.C. Prep. The attached sample resolutions are designed to provide the Board with draft language around which to formalize that decision.

**Financial Considerations:** Review of the fiscal portions of the renewal petition did not reveal any fiscal concerns that would likely result in a change of financial position for either the charter or the district.

**LCAP Goal(s):** Goal 2: Improving Academic Outcomes

**Documents Attached:**

1. Sample Resolution Language for Board Consideration
2. [Staff Renewal Report with linked Exhibits](https://www.scusd.edu/charter-renewal) (Linked or available at <https://www.scusd.edu/charter-renewal>)

**Estimated Time of Presentation:** 15 minutes (Charter School must be allotted equal time to district staff)

**Submitted by:** Mary Hardin Young, Deputy Superintendent  
Amanda Goldman, Director, Innovative Schools

**Approved by:** Lisa Allen, Superintendent



### **Sample Resolutions: Renewal**

Sol Aureus College Preparatory  
S.A.C. Prep

November 21, 2024

The following are sample resolutions that the board may use in their decision to renew the charter of Sol Aureus College Preparatory.

They include:

1. [An approval resolution](#), which references the charter school's agreement/affirmation to negotiate and enter into an MOU;
2. [A resolution for approval with conditions](#), which articulates specific conditions that will need to be met by the charter school before it is effectively reauthorized; and
3. [A denial resolution](#), which requires the Board to provide written factual findings supporting one or more legal grounds for denial, all of which are described in the resolution's recitals.

Items **highlighted in yellow** may need to be adjusted at the time of the meeting based on the charter school's response to the Notice to Cure

The Resolutions contain references to the following exhibits, cross-referenced in the staff renewal report.

- [Exhibit C: Notice of Alleged Fiscal and Governance Violations and Reasonable Opportunity to Cure \("Notice to Cure"\)](#)
- Exhibit F: Charter School's Response to Notice to Cure (Due November 19, 2024)
- [Exhibit G: Staff Renewal Report](#)



**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3457-A**

**Resolution to Approve the Renewal Petition for  
Sol Aureus College Preparatory**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*);

**WHEREAS**, on September 11, 2024, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for Sol Aureus College Preparatory (“Charter School”);

**WHEREAS**, on October 11, 2024, the District issued a letter (“Letter of Concerns”) to the Charter School regarding the early submission of its Renewal Petition (given that the current charter does not expire until June 30, 2026) and concerns regarding its completeness, the level of comprehensiveness of certain descriptions of elements in the Renewal Petition, and the Charter School’s addition of a transitional kindergarten program;

**WHEREAS**, on October 17, 2024, the Charter School sent a letter to the District refuting many of the issues raised in its Letter of Concerns;

**WHEREAS**, a public hearing on the Renewal Petition was held on October 24, 2024, at which time the District’s Board of Education (“Board”) considered the level of support for the Renewal Petition by teachers employed by the District, other employees of the District, and parents/guardians;

**WHEREAS**, on October 18, 2024, the District issued a Notice of Alleged Fiscal and Governance Violations and Reasonable Opportunity to Cure (“Notice to Cure”) to the Charter School due to ongoing concerns regarding the Charter School’s fiscal and governance practices, which needed to be remedied, refuted, or include a corrective action plan on or before November 19, 2024, a copy of which is attached hereto as **Exhibit C** and incorporated herein by reference;

**WHEREAS**, the Charter School [submitted] [did not submit] a written response to the Notice to Cure [on [date], a copy of which is attached hereto as **Exhibit F** and incorporated herein by reference];

**WHEREAS**, the Board published District’s *Staff Renewal Report* on November 6, 2024 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit G** and incorporated herein by reference;

**WHEREAS**, the Board has convened on November 21, 2024 to consider whether to grant or deny the Renewal Petition;

**WHEREAS**, renewals of charters are governed by the standards and criteria set forth in Education Code sections 47605, 47607, and 47607.2;

**WHEREAS**, the consideration of a renewal petition requires the District to (1) determine whether the charter school meets applicable eligibility requirements using the new accountability criteria under the law and reflected in the California School Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605;

**WHEREAS**, Education Code section 47607 describes a three-tiered system that categorizes a charter school as a high-performing, middle-performing, or low-performing charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter;

**WHEREAS**, charter schools designated as high-performing must update their renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter. If a charter school satisfies such criteria, the Board may grant a renewal term of five to seven years;

**WHEREAS**, the governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605. (*The signature requirement is not applicable to a renewal petition.*)
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (*This finding is not applicable to a renewal petition.*)
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. (*This finding is not applicable to a renewal petition.*)

**WHEREAS**, notwithstanding a charter school's designation in the high-performing tier, the charter authorizer may deny the renewal of a charter school's charter upon a finding that (a) the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or (b) the charter school is not serving all students who wish to attend;

**WHEREAS**, the Charter School is currently designated as a "high-performing" charter school by the California Department of Education;

**WHEREAS**, the District has reviewed, evaluated, and considered the academic performance data provided by the Charter School as part of its Renewal Petition; and

**WHEREAS**, in considering the academic performance of the Charter School's students, the District has determined that the Charter School has met the applicable criteria to be eligible for renewal, a summary of which is included in the *Staff Renewal Report* published on November 6, 2024, which is attached hereto as **Exhibit G** and incorporated herein by reference.

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Sacramento City Unified School District does resolve, determine, and order the following:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered the Renewal Petition of the Charter School, including its academics, finances, operations, and other components, in addition to the criteria for renewal set out in the Education Code.
3. The Board has considered, and approves of, the admissions preferences described in the Renewal Petition.
4. The Board hereby approves the Renewal Petition for a [insert five, six, or seven]-year term, beginning on July 1, 2025, and ending on June 30, 203[insert 0, 1, or 2], subject to the findings of fact set forth in the *Staff Renewal Report* published on [date] and included in **Exhibit C** to this Resolution.
5. The Board directs District staff and the Charter School to negotiate a memorandum of understanding addressing the respective rights and obligations of the parties consistent with the authorizer-charter relationship, which shall be approved by the respective governing boards of the parties prior to the commencement of the Charter School's renewal term on July 1, 2025.

6. The Superintendent or her designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

**PASSED AND ADOPTED** by the Board of Education on November 21, 2024, at a duly noticed meeting by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Lisa Allen, Superintendent

\_\_\_\_\_  
Lavinia Phillips, Board President

**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3457-B**

**Resolution to Approve with Conditions the Renewal Petition for  
Sol Aureus College Preparatory**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*);

**WHEREAS**, on September 11, 2024, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for Sol Aureus College Preparatory (“Charter School”);

**WHEREAS**, on October 11, 2024, the District issued a letter (“Letter of Concerns”) to the Charter School regarding the early submission of its Renewal Petition (given that the current charter does not expire until June 30, 2026) and concerns regarding its completeness, the level of comprehensiveness of certain descriptions of elements in the Renewal Petition, and the Charter School’s addition of a transitional kindergarten program;

**WHEREAS**, on October 17, 2024, the Charter School sent a letter to the District refuting many of the issues raised in its Letter of Concerns;

**WHEREAS**, a public hearing on the Renewal Petition was held on October 24, 2024, at which time the District’s Board of Education (“Board”) considered the level of support for the Renewal Petition by teachers employed by the District, other employees of the District, and parents/guardians;

**WHEREAS**, on October 18, 2024, the District issued a Notice of Alleged Fiscal and Governance Violations and Reasonable Opportunity to Cure (“Notice to Cure”) to the Charter School due to ongoing concerns regarding the Charter School’s fiscal and governance practices, which needed to be remedied, refuted, or include a corrective action plan on or before November 19, 2024, a copy of which is attached hereto as **Exhibit C** and incorporated herein by reference;

**WHEREAS**, the Charter School [submitted] [did not submit] a written response to the Notice to Cure [on [date], a copy of which is attached hereto as **Exhibit F** and incorporated herein by reference];

**WHEREAS**, the Board published District’s *Staff Renewal Report* on November 6, 2024 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit G** and incorporated herein by reference;

**WHEREAS**, the Board has convened on November 21, 2024 to consider whether to grant or deny the Renewal Petition;

**WHEREAS**, renewals of charters are governed by the standards and criteria set forth in Education Code sections 47605, 47607, and 47607.2;

**WHEREAS**, the consideration of a renewal petition requires the District to (1) determine whether the charter school meets applicable eligibility requirements using the new accountability criteria under the law and reflected in the California School Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605;

**WHEREAS**, Education Code section 47607 describes a three-tiered system that categorizes a charter school as a high-performing, middle-performing, or low-performing charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter;

**WHEREAS**, charter schools designated as high-performing must update their renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter. If a charter school satisfies such criteria, the Board may grant a renewal term of five to seven years;

**WHEREAS**, the governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605. (*The signature requirement is not applicable to a renewal petition.*)
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. *(This finding is not applicable to a renewal petition.)*
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. *(This finding is not applicable to a renewal petition.)*

**WHEREAS**, notwithstanding a charter school's designation in the high-performing tier, the charter authorizer may deny the renewal of a charter school's charter upon a finding that (a) the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or (b) the charter school is not serving all students who wish to attend;

**WHEREAS**, the Charter School is currently designated as a "high-performing" charter school by the California Department of Education;

**WHEREAS**, the District has reviewed, evaluated, and considered the academic performance data provided by the Charter School as part of its Renewal Petition;

**WHEREAS**, in considering the academic performance of the Charter School's students, the District has determined that the Charter School has met the applicable criteria to be eligible for renewal, a summary of which is included in the *Staff Renewal Report* published on November 6, 2024, which is attached hereto as **Exhibit G** and incorporated herein by reference; and

**WHEREAS**, the District has also reviewed the Renewal Petition and, although the District had identified certain concerns and issues, which are noted in the *Staff Renewal Report*, the District believes that such matters can be effectively addressed as part of the charter oversight and monitoring process and the conditions described below.

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Sacramento City Unified School District does resolve, determine, and order the following:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered the Renewal Petition of the Charter School, including its academics, finances, operations, and other components, in addition to the criteria for renewal set out in the Education Code.
3. The Board has considered the Response to the Notice to Cure, including the proposed corrective action plan to address the identified fiscal and governance concerns. **[Remove if not submitted.]**
4. The Board has considered, and approves of, the admissions preferences described in the Renewal Petition.

5. The Board hereby approves the Renewal Petition for a [insert five, six, or seven]-year term, beginning on July 1, 2025, and ending on June 30, 203[insert 0, 1, or 2], subject to the findings of fact set forth in the *Staff Renewal Report* published on November 6, 2024, and included in Exhibit C to this Resolution, and also subject to full satisfaction of the following conditions which must be met by the Charter School no later than the corresponding deadline specified below.
  - a. District staff and the Charter School shall negotiate a memorandum of understanding addressing the respective rights and obligations of the parties consistent with the authorizer-charter relationship, which shall be approved by the respective governing boards of the parties prior to the commencement of the Charter School’s renewal term on July 1, 2025.
  - b. The Charter School shall prepare a written addendum to the Renewal Petition addressing all items of concern/deficiency described in the *Staff Renewal Report*, which shall be to the satisfaction of the District. As part of the addendum, the Charter School shall address and resolve all governance concerns related to the Board of Directors noted therein. The addendum shall be incorporated by reference and treated as part of the Renewal Petition itself. The addendum shall be submitted to the District by [insert date].
  - c. The Charter School’s annual update to its local control and accountability plan (“LCAP”) shall be updated to meet all applicable legal requirements and submitted to the District by [insert date].
6. The Superintendent or her designee shall have authority to determine whether the condition specified above has been effectively met by the Charter School.
7. The Superintendent or her designee is authorized and directed to take all other such actions as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

**PASSED AND ADOPTED** by the Board of Education on November 21, 2024, at a duly noticed meeting by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_

Lisa Allen, Superintendent

Lavinia Phillips, Board President



**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3457-C**

**Resolution to Deny the Renewal Petition for  
Sol Aureus College Preparatory**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code sections 47600 *et seq.*, and the implementing regulations of Title 5 of the California Code of Regulations (5 C.C.R. § 11960 *et seq.*);

**WHEREAS**, on September 11, 2024, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for Sol Aureus College Preparatory (“Charter School”);

**WHEREAS**, on October 11, 2024, the District issued a letter (“Letter of Concerns”) to the Charter School regarding the early submission of its Renewal Petition (given that the current charter does not expire until June 30, 2026) and concerns regarding its completeness, the level of comprehensiveness of certain descriptions of elements in the Renewal Petition, and the Charter School’s addition of a transitional kindergarten program;

**WHEREAS**, on October 17, 2024, the Charter School sent a letter to the District refuting many of the issues raised in its Letter of Concerns;

**WHEREAS**, a public hearing on the Renewal Petition was held on October 24, 2024, at which time the District’s Board of Education (“Board”) considered the level of support for the Renewal Petition by teachers employed by the District, other employees of the District, and parents/guardians;

**WHEREAS**, on October 18, 2024, the District issued a Notice of Alleged Fiscal and Governance Violations and Reasonable Opportunity to Cure (“Notice to Cure”) to the Charter School due to ongoing concerns regarding the Charter School’s fiscal and governance practices, which needed to be remedied, refuted, or include a corrective action plan on or before November 19, 2024, a copy of which is attached hereto as **Exhibit C** and incorporated herein by reference;

**WHEREAS**, the Charter School [submitted] [did not submit] a written response to the Notice to Cure [on [date], a copy of which is attached hereto as **Exhibit F** and incorporated herein by reference];

**WHEREAS**, the Board published District’s *Staff Renewal Report* on November 6, 2024 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit G** and incorporated herein by reference;

**WHEREAS**, the Board has convened on November 21, 2024 to consider whether to grant or deny the Renewal Petition;

**WHEREAS**, renewals of charters are governed by the standards and criteria set forth in Education Code sections 47605, 47607, and 47607.2;

**WHEREAS**, the consideration of a renewal petition requires the District to (1) determine whether the charter school meets applicable eligibility requirements using the new accountability criteria under the law and reflected in the California School Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605;

**WHEREAS**, Education Code section 47607 describes a three-tiered system that categorizes a charter school as a high-performing, middle-performing, or low-performing charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter;

**WHEREAS**, charter schools designated as high-performing must update their renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter. If a charter school satisfies such criteria, the Board may grant a renewal term of five to seven years;

**WHEREAS**, the governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of Education Code section 47605. (*The signature requirement is not applicable to a renewal petition.*)
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. *(This finding is not applicable to a renewal petition.)*
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. *(This finding is not applicable to a renewal petition.)*

**WHEREAS**, notwithstanding a charter school’s designation in the high-performing tier, the charter authorizer may deny the renewal of a charter school’s charter upon a finding that (a) the charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or (b) the charter school is not serving all students who wish to attend;

**WHEREAS**, the Charter School is currently designated as a “high-performing” charter school by the California Department of Education;

**WHEREAS**, the District has reviewed, evaluated, and considered the academic performance data provided by the Charter School as part of its Renewal Petition; and

**WHEREAS**, in considering the academic performance of the Charter School’s students, in addition to information from the Charter School’s most recent charter term and the content of the Renewal Petition, the District has determined that the Charter School does not meet the applicable criteria to be eligible for renewal due to certain deficiencies and concerns, as described in the *Staff Renewal Report* published on November 6, 2024, and the findings of fact described below.

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Sacramento City Unified School District does resolve, determine, and order the following:

1. The foregoing recitals are hereby adopted as true and correct.
2. The Board has considered the Renewal Petition of the Charter School, including its academics, finances, operations, and other components, in addition to the criteria for renewal set out in the Education Code.
3. The Board has considered the admissions preferences described in the Renewal Petition.
4. The Board has considered the Charter School’s written response to the Notice to Cure, including the proposed corrective action plan to address the identified fiscal and governance concerns. **[Remove if not submitted.]**
5. The Board has determined that specific findings of fact support one or more legal grounds to deny the Renewal Petition. These findings include the following:

a) The petition is incomplete, not reasonably comprehensive, and/or not legally compliant

**AND/OR**

b) There are one or more serious governance concerns that were adequately noticed by SCUSD but not adequately addressed by S.A.C. Prep.

6. Based on the findings of fact articulated above, the Board hereby denies the Renewal Petition for the Charter School.

7. The Superintendent or her designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

**PASSED AND ADOPTED** by the Board of Education on November 21, 2024, at a duly noticed meeting by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
Lisa Allen, Superintendent

\_\_\_\_\_  
Lavinia Phillips, Board President



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

**Meeting Date:** November 21, 2024

**Subject:** **Public Hearing for Resolution No. 3463 Resolution to Convey Public Utilities Easement to County of Sacramento at Nicholas Elementary School**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Facilities Support Services

**Recommendation:** Provide a Public Hearing on Resolution No. 3463, which conveys easement entitlements to County of Sacramento for a utility easement at Nicholas Elementary as part of the new construction at that site. Approve subsequent Resolution No. 3463 as part of the Consent Agenda during the same meeting.

**Background/Rationale:** The District is rebuilding Nicholas Elementary and County of Sacramento has jurisdiction over the sewer facilities that serve the Nicholas site. County of Sacramento requires a utility easement to move and provide sewer services to the site.

**Financial Considerations:** N/A

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

1. Notice of Public Hearing
2. County of Sacramento Easement Documents

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Ben Wangberg, Manager, Facilities Planning  
Nathaniel Browning, Director, Planning and Property Management

**Approved by:** Chris Ralston, Assistant Superintendent, Facility Support Services  
Janea Marking, Chief Business and Operations Officer  
Lisa Allen, Superintendent

**Sacramento City Unified School District**  
Compliance with Education Code Article 15 [17556-17561] Dedication of Real Property

## **NOTICE OF PUBLIC HEARING**

The Sacramento City Unified School District hereby gives notice that a  
Public Hearing will be held as follows:

### **Topic of Hearing:**

**Resolution No. 3463: Resolution to Convey Utility Easement to County of Sacramento for  
Nicholas Elementary**

Copies of this program may be inspected at:

**Serna Educational Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824**

**Facilities Department Office  
425 1st Ave  
Sacramento, CA 95818**

**CB Wire Elementary Site (temporary Nicholas location)  
5100 El Paraiso Ave.  
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will consider adoption of a  
Resolution to Convey Utility Easement Entitlements to County of Sacramento at Nicholas  
Elementary School.

---

**HEARING DATE:** November 21, 2024

**TIME:** 6:00 p.m.

**LOCATION:** Serna Educational Center  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

**FOR ADDITIONAL INFORMATION CONTACT:** SCUSD Facilities Support Services Department  
(916) 395-3970 x 450004



**WHEN RECORDED RETURN TO:  
REAL ESTATE DIVISION  
COUNTY OF SACRAMENTO  
3711 Branch Center Road  
Sacramento, CA 95827  
Mail Code 63-002**

**No Fee Document - Per Government Code 27383  
No Document Transfer Tax - Per R & T Code 11922**

**Okay to Accept**

**Name/Date:** \_\_\_\_\_

**Print Name & Dept:** \_\_\_\_\_

**APN:** \_\_\_\_\_

**Project Name & Dept:** \_\_\_\_\_ (SacSewer) **THIS SPACE FOR RECORDER'S USE ONLY**

## **EASEMENT FOR SEWER**

### **Sacramento City Unified School District, a Political Subdivision of the State of California**

(hereinafter referred to as "GRANTOR"), do(es) hereby grant to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, (hereinafter referred to as "SacSewer"), an easement, for sewer purposes, (hereinafter referred to as "Easement"), inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property, (hereinafter referred to as "Easement Area"), situated in the County of Sacramento, State of California, described as follows:

**SEE EXHIBITS "A" and "B" attached hereto and made a part hereof;**

together with the perpetual right of ingress to and egress from said Easement Area, for the purpose of exercising and performing all of the rights and privileges herein granted.

Any use of this Easement Area by GRANTOR or assignees or successors in interest, shall not be allowed without the prior written approval of SacSewer; except for the following uses (collectively, the "Allowable Uses"): ( i ) lawn or similar groundcover; ( ii ) areas planted with species whose mature growth does not exceed five (5) feet in height and which are not environmentally protected; or ( iii ) non-colored and non-patterned asphalt and concrete driveways, sidewalks, bikepaths, surface parking, curbs and gutters. Any of said Allowable Uses shall not be installed in a manner that will impede vehicular access by SacSewer for maintenance purposes. Other than the aforementioned Allowable Uses, each use proposed by GRANTOR must be approved in writing by SacSewer's District Engineer, with said approval being in the District Engineer's sole discretion, prior to construction within or use of the Easement Area by the GRANTOR. For any required written approval, the GRANTOR shall contact the SacSewer Main Office. All use activities, including but not limited to Allowable Uses, shall not in any way limit SacSewer's rights under this Easement. Even if SacSewer's District Engineer has approved the use within the Easement Area, SacSewer retains the right to remove all or any part of the approved use to allow SacSewer to use the Easement Area at any time pursuant to the rights granted herein. Except for the Allowable Uses identified above, SacSewer shall not be liable for any cost related to the removal or replacement of said improvements constructed by GRANTOR within the Easement Area.

[Signature page follows]

**RED File No.** \_\_\_\_\_

**LOG No.** \_\_\_\_\_

[Signature page to Easement for Sewer]

**Warrant of Signature Authority.** The Grantor warrants the signature appearing on this instrument of real property (i.e. Easement Deed, Grant Deed, Quit Claim Deed) has the legal and requisite signatory authority for the conveyance of Grantor's real property interest. Further, the Parties acknowledge and agree that this Grantee, which is a public entity, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_

**Sacramento City Unified School District,  
a Political Subdivision of the State of California**

\_\_\_\_\_  
**(Type name of person signing document)**

\_\_\_\_\_  
**(Type name of Additional person signing document.  
Delete lines if not needed)**

\_\_\_\_\_  
**(Type Title of person signing document)**

\_\_\_\_\_  
**(Type Title of person signing document)**

**A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.**

STATE OF \_\_\_\_\_ )

COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_ before me, \_\_\_\_\_, notary public,  
date name of notary officer  
personally appeared \_\_\_\_\_,  
name(s) of signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

\_\_\_\_\_  
Signature of Notary

-----**OPTIONAL SECTION**-----

**CAPACITY CLAIMED BY SIGNER**

Though statute does not require the Notary to fill in the data below, doing so may prove invaluable to persons relying on the document.

- INDIVIDUAL
- CORPORATE OFFICER(S)

Title(s)

- PARTNER(S)       LIMITED
- GENERAL

- ATTORNEY-IN-FACT
- TRUSTEE(S)
- GUARDIAN/CONSERVATOR
- OTHER: \_\_\_\_\_

**SIGNER IS REPRESENTING:**  
**Name of Person(s) or entity(ies)**

**OPTIONAL SECTION:**

TITLE OR TYPE OF DOCUMENT: \_\_\_\_\_

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

NUMBER OF PAGES \_\_\_\_\_ DATE \_\_\_\_\_

SIGNER(S) OTHER THAN NAMED ABOVE \_\_\_\_\_

\*\*\*\*\*

**CERTIFICATE OF ACCEPTANCE**  
Sacramento Area Sewer District

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. SD-0267 of the Board of Directors of said District adopted on October 11, 2017 and the Grantee consents to recordation thereof by its duly authorized officer.

\_\_\_\_\_  
Sacramento Area Sewer District Director of Collection System Operations

\_\_\_\_\_  
Date

\*\*\*\*\*

**EXHIBIT A  
SEWER EASEMENT**

A Portion of Lot A as shown on the "Plat of Fruitridge Vista Unit No. 14" filed in the office of the Sacramento County Recorder in Book 44 of Maps at Page 16, being a portion of Section 33, Township 8 North, Range 5 East, M.D.M., in unincorporated area of Sacramento County, State of California, more particularly described as follows:

a 20.00 foot wide strip of land, the centerline of which is described as follows:

Beginning at a point on the Southwest line of said Lot A, from which the Northwest corner of said Lot A bears along a 681.80 foot radius curve to the right, through a central angle of 9°26'09" a distance of 112.28 feet, said curve being subtended by a chord bearing of North 17°55'42" West 112.16 feet; Thence, from said Point of Beginning, North 67°20'53" East 14.44 feet.

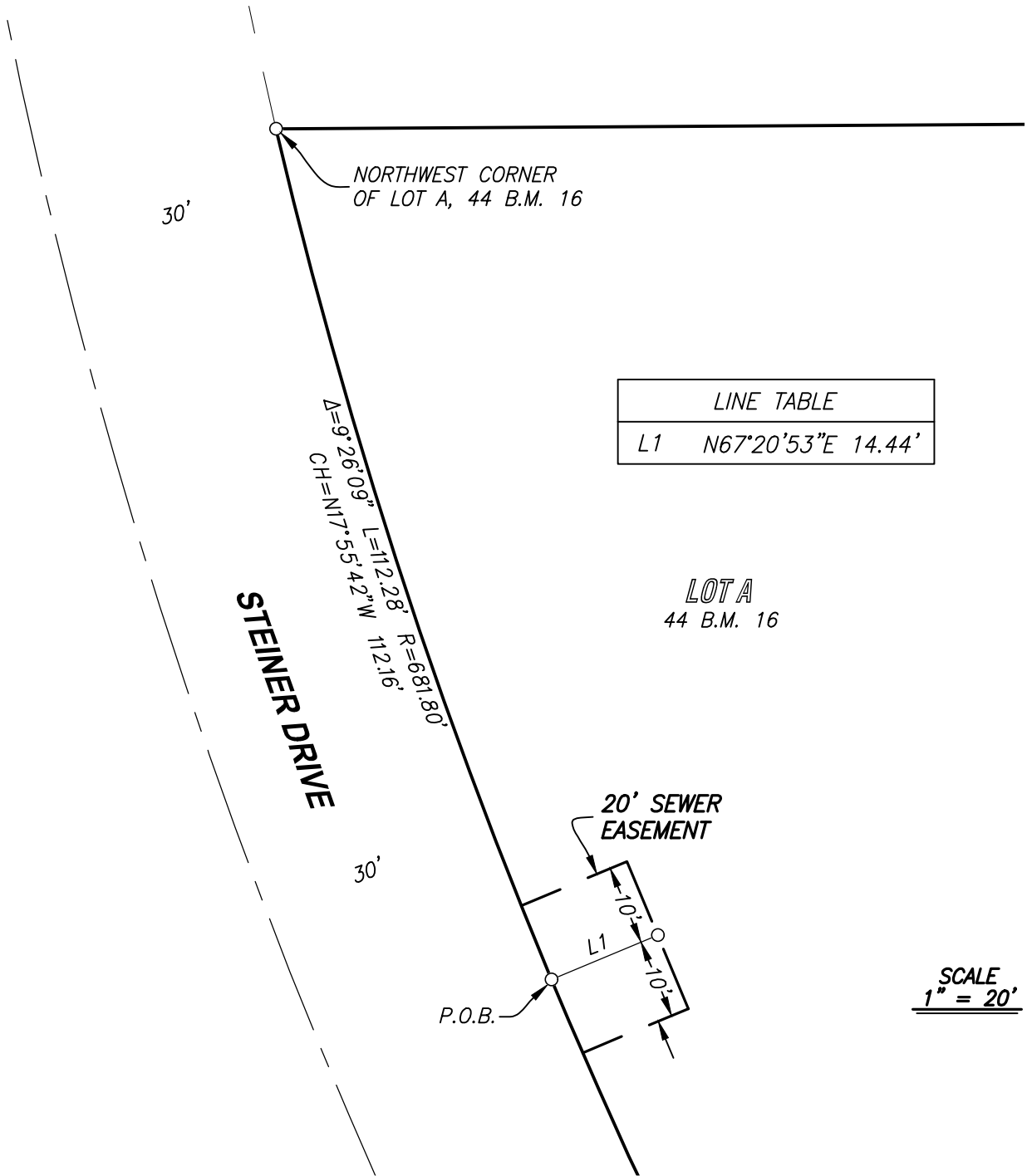
The sidelines to be lengthened or shortened to terminate at the Southwest line of said Lot A.



*Braden Barnum*

8-29-2024

# EXHIBIT "B"



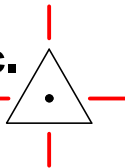
**SEWER EASEMENT**  
**A PORTION OF LOT A, 44 P.M. 16**  
**SECTION 33, T.8N., R.5E., M.D.M.**  
**COUNTY OF SACRAMENTO, CALIFORNIA**



**CenterPoint Engineering, Inc.**

Land Surveying & Construction Staking

4230 Rocklin Rd., Suite 200 • Rocklin, CA • 95677  
 Phone: 916-773-4006 Fax: 916-773-4498



DRAWN BY: BB

CHECKED BY: AE

SHEET: 1 OF 1

DATE: 8-29-24

*Braden Barnum*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1a

**Meeting Date:** November 21, 2024

**Subject:** Approval/Ratification of Grants, Entitlements, and Other Income Agreements  
Approval/Ratification of Other Agreements  
Approval of Bid Awards  
Approval of Declared Surplus Materials and Equipment  
Change Notices  
Notices of Completion

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Recommend approval of items submitted.

**Background/Rationale:**

**Financial Considerations:** See attached.

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Grants, Entitlements, and Other Income Agreements
2. Approval of Declared Surplus Materials and Equipment
3. Recommended Bid Awards – Facilities Projects
4. Change Notices – Facilities Projects

**Estimated Time of Presentation:** N/A

**Submitted by:** Janea Marking, Chief Business Officer

Tina Alvarez Bevens, Contract Analyst

**Approved by:** Lisa Allen, Superintendent

## GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Grant</u>	<u>Amount</u>
<b><u>STUDENT HEARING AND PLACEMENT DEPARTMENT</u></b>		
SCOE A24-00217	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$17,885 No Match
Period: 7/1/24– 6/30/25 Description: Provide at the District’s site the <i>Student Mental Health Wellness Education and Training Bullying Prevention Program (BPP)</i> collaboratively developed by SCOE and the Sacramento County Department of Health and Human Services Division of Behavioral Health Services.		
<b><u>CHILD DEVELOPMENT DEPARTMENT</u></b>		
California State University, Sacramento A24-00129	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No, received grant in 2023	\$392,617/YR 2 of 3 Total \$2,099,916
Period: 10/1/23 – 12/31/25 Description: SAC State Innovation Center for Early Childhood education (ICECE) aims to provide free professional development, technical assistance, and program evaluation to early childhood educators and caregivers and create an early childhood education network to share best practices and improve education outcomes.		
<b><u>SPECIAL EDUCATION DEPARTMENT</u></b>		
CA Department of Health Services A24-00218	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$0 No Match
Period: 10/30/24– 11/30/27 Description: Tri-party agreement with SCUSD, San Joaquin County Office of Education and CA Department of Health Care Services (DHCS). SCUSD to submit list of students to DHCS to find out who is enrolled in Medi-Cal and receive their beneficiary IDs.		
<b><u>SAFE SCHOOLS DEPARTMENT</u></b>		
Victory Outreach (Gang Awareness and Prevention (GAP)) A24-00219	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$0 No Match
Period: 10/16/24– 6/30/25 Description: Provide intervention and prevention support for students who have been identified as volatile and/or have a high tendency to become involved in safety related behaviors such as gang behavior, threats, intimidation and violence.		
<b><u>STUDENT ATTENDANCE AND ENGAGEMENT DEPARTMENT</u></b>		
Learning Communities for School Success Program (LCSSP) A24-00220	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$0 No Match
Period: 7/1/23 - 6/30/24 Description: 2023-24 Annual Progress Report for Cohorts 6 and 7.		
<b><u>SPECIAL EDUCATION DEPARTMENT</u></b>		
California Department of Education A24-00221	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$54,510 No Match
Period: 7/1/24 - 6/30/25 Description: 2024 WorkAbility I RFA Grant for the Special Education Department.		

## APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
Capital City School Caroline Wenzel ES California MS Serna Center	<p><b>BACKGROUND:</b> The Education Code regulates the procedures by which a school district can dispose of personal property. Education Code section 17546 provides that the governing board may, by unanimous vote, dispose of items valued at \$2,500 or less by private sale without advertising, by selling the items at public auction, or if the board finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump. The District has held previous auctions, but they have generally cost more than they have netted for the District.</p> <p><b>STATUS:</b> The District has determined these items are not repairable nor usable.</p> <p><b>RECOMMENDATION:</b> It is recommended that the Board of Education approve the salvage of the listed items per Education Code section 17546</p>
ITEMS	
(388) each chromebooks (17) each laptops (18) each desktops (3) each printers (2) each projectors (1) each monitor (59) each misc.	
TOTAL VALUE	
\$0.00	
DISPOSAL METHOD	
e-Waste	

## RECOMMENDED BID AWARDS – FACILITIES PROJECTS

**Bid No:** 0262-416-1 Nicholas ES New Furniture

**Bids received:** 10:00 am; October 21, 2024

**Recommendation:** Award to One Workplace L. Ferrari

**Funding Source:** Measure H

BIDDER	BIDDER LOCATION	AMOUNT
One Workplace L. Ferrari	Sacramento, CA	\$1,074,166
The Collective	Sacramento, CA	\$1,264,390
Campbell Keller	Sacramento, CA	\$1,229,571



## **CHANGE NOTICES – FACILITIES PROJECTS**

The following change notice is submitted for approval.

**Project: C.K. McClatchy Servery Modernization**

Recommendation: The Board of Education awarded CORE Construction Keller preconstruction services December 14, 2023 and construction services March 7, 2024; Measure Q Funds. This project consists of replacement of two (2) chillers on the existing support platforms, three (3) mechanical units, to be located on the existing curbs and 65 unit ventilators located in the existing classroom suspended acoustic ceiling to be replaced in-kind. The kitchen will receive an update to the student service interface including new service lines and service equipment to provide increased options for food choice and increase school meal counts.

Original Contract Amount: \$8,000; Measure Q Funds

Amendment No. 1 \$6,821,619; HVAC; Measure Q Funds and Kitchen Infrastructure Funds were approved at the March 7, 2024 Board of Education Meeting.

New Total Contract Amount: \$6,829,619; HVAC is Measure Q Funds and Kitchen Infrastructure Funds

Approve Change Order No. 1 <\$39,809>; Measure Q Funds ONLY for Owners Unused Allowance.

New Total Contract Amount: \$6,781,810; Measure Q Funds ONLY

**Project: Alice Birney K-8 Campus Renewal - Furniture**

Recommendation: Campbell Keller was awarded furniture services at the February 1, 2024 Board of Education Meeting; Measure H Funds. Project consists of classroom and specialty classroom furniture to be purchased.

Original Contract Amount: \$903,365; Measure H Funds

Approve Change Order No. 1 \$51,639 for additional classroom and specialty classroom furniture to be purchased.

New Contract Amount: \$955,004; Measure H Funds

**Project: Bowling Green(s) Campus Renewal**

Recommendation: HMC Architects was awarded architectural services at the May 2, 2024 Board of Education Meeting; Measure H Funds. Project consists of new campus between the two (2) Bowling Green schools.

Original Contract Amount: \$840,000; Measure H Funds

Amendment No. 1 \$608,000; Measure H Funds for fee reconciliation at the end of Schematic Design Phase; approved at the September 5, 2024 Board of Education Meeting.

New Contract Amount: \$1,448,000; Measure H Funds

Approve Amendment No. 2 \$59,500; Measure H Funds for additional services for installation of two (2) portable classrooms.

New Contract Amount: \$1,507,500; Measure H Funds

**MEMORANDUM OF UNDERSTANDING ("MOU")  
BETWEEN SACRAMENTO COUNTY OFFICE OF EDUCATION ("SCOE") AND  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT ("DISTRICT")**

This MOU between SCOE and the District outlines their respective roles and responsibilities for implementing at the District's site, the *Student Mental Health Wellness Education and Training Bullying Prevention Program (BPP)* ("Program") collaboratively developed by SCOE and the Sacramento County Department of Health and Human Services Division of Behavioral Health Services. The parties seek to maintain or further increase the District's capacity to implement a sustainable bullying prevention program through the provision of training, demonstration sites, technical assistance, and support.

Once signed by both parties, this MOU is in effect from **July 1, 2024, through June 30, 2025**.

**A. SCOE agrees to:**

1. Provide a primary contact person for all work under this MOU.  
SCOE Contact: Lindsay Cathcart Pennetta, Project Specialist  
Phone: (916) 228-2565  
Email: lcathcart@scoe.net
2. Convene meetings and provide consultation, professional development, technical assistance, and support for the Program.
3. Coordinate with District and demonstration site(s) to implement the evaluation plan and related tools for the Program.

**B. The District agrees to:**

1. Identify a district lead to act as the point of contact for all work under this MOU and coordinate activities for the Program. The district lead/primary contact's name, email address, and preferred phone number are:  
  
Kyle Allen  
Bullying Prevention Specialist  
Kyle-Allen@scusd.edu  
916-320-1990
2. Continue adherence to the eligibility requirements used to establish demonstration site(s) as outlined in Attachment 1, which is attached hereto and incorporated herein by reference.
3. Maintain *original* demonstration site(s) to continue implementation of an evidence-based, research validated bullying prevention program for 4<sup>th</sup>, 5<sup>th</sup>, and/or 6<sup>th</sup> graders.
4. Participate in evaluations and reporting of the Program, including but not limited to, collecting attendance rates, documenting student demographics, participating in surveys related to the Program, and administering Program related surveys to students, parents, and staff, for *original* demonstration site(s).
5. Expand implementation, when feasible, to include additional grade levels and/or sites. Report the number of expansion sites/grade levels, curriculum used, and number of students served.
6. Provide bullying prevention professional development opportunities and refresher trainings in the District for administrators, teachers, support staff, and parents.
7. Attend mandatory meetings, trainings, and other events relating to the program.
8. Disseminate electronic updates, information, and other resources.

9. Submit a copy of the District Board Policy and Administrative Regulations related to Bullying and Bullying Prevention to SCOE.
10. Submit a Program work-plan and budget that describes how the allocated funds will be used to implement the Program to SCOE.
11. Work collaboratively with SCOE to accommodate changes related to program delivery due to the California Department of Public Health's and Sacramento County Public Health's COVID-19 restrictions and guidelines.
12. Provide quarterly reporting to SCOE that includes a description of program activities undertaken for the prior quarter, attendance rates for the programs, student attendee demographic information, and a summary of course evaluation data and any attendee feedback. Submit all data for quarterly reports by the 10<sup>th</sup> day of the month following the end of each quarter. The final report is due to SCOE no later than July 10, 2025.

### **C. Fiscal**

SCOE will provide \$17,885 to District to support the District's Bullying Prevention Program. District will invoice SCOE bi-annually on January 10, 2025, and July 10, 2025. SCOE will pay District within 90 days of receipt of the invoice. District must expend or obligate all funds committed by SCOE under this MOU by June 30, 2025, and submit a final report and final invoice no later than July 10, 2025, otherwise any unexpended or unobligated funds must be returned to SCOE within 30 calendar days of the final invoice or the date of termination of the MOU, whichever is the earlier date.

### **D. General Terms**

1. Indemnity. Each party agrees to defend, indemnify, and hold harmless the other party (including its directors, agents, officers, and employees), from any claim, action, or proceeding arising from any actual or alleged act or omission of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that the provisions of this paragraph be interpreted to impose on each party responsibility to the other for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, and subcontractors. It is also the intention of the parties that where comparative fault is determined to have been contributory, principles of comparative fault will be followed. This provision shall survive the termination of this agreement.

2. Audit. SCOE or its agent shall have the right to review and to copy any records and supporting documents pertaining to the performance of this MOU. District agrees to maintain such records for possible audit for a minimum of five years after final payment unless a longer period of records retention is stipulated. District also agrees to be financially responsible for any audit exceptions that arise related to its performance under this MOU.
3. Independent Agents. This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
4. Nondiscrimination. Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information,

gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

5. Insurance. All parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$2,000,000 per occurrence. Such a requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.
6. Entire Agreement. This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.
7. Termination. Either party may terminate this MOU at any time by giving the other party 30 days written notice. SCOE will remit payment for all services rendered up until the date of termination. District will reimburse SCOE within 30 calendar days any sums not expended by the date of termination. Upon termination, District shall turn over all work, completed and uncompleted, including any outstanding reports to SCOE. This MOU is contingent upon SCOE receiving full funding and may be immediately terminated if its funding for the MOU is reduced or eliminated.
8. Execution. The undersigned represent that they are authorized representatives of the parties. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

## SIGNATURES

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Brent Malicote

Associate Superintendent, Integrated Systems Support  
Sacramento County Office of Education

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Date

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Janea Marking

Chief Business and Operations Officer  
Sacramento City Unified School District

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Date

## **Attachment 1 Demonstration Sites Criteria**

1. **Demonstrated Need** – the District site has need for a bullying prevention program; the District provides supporting evidence.
2. **Demonstrated Strengths** – the site has strengths and capacity that will support the successful implementation of a bullying prevention program; the District provides supporting evidence.
3. **Willingness and Agreement to Implement from Administration and Staff** – the District submits a signed letter of support from the site administrator(s) and school staff.
4. **Under-served Cultural Populations** – the site serves students and families of diverse cultural and ethnic backgrounds; District provides evidence.
5. **Students at Risk** – the student population or groups of students at the site are at risk for bullying; the District provides evidence.

## **SUBRECIPIENT COMMITMENT FORM**

Proposal Title:

Prime Sponsor:

Federal Funds:                      Yes              No

Principal Investigator:

College/Dept.:

Period of Performance      Start Date:                                      End Date:

### **Subrecipient Information**

Subrecipient Legal Name:

Subrecipient PI Name:

Business Address:

City/State/Zip:

### **Proposal Documents**

The following documents are included in our proposal submission and covered by the certifications below (check as applicable):

- Statement of Work (required)
- Budget and Budget Justification (required)
- Small/Small Disadvantaged Business Subcontracting Plan (if applicable)
- Other:

### **SECTION B - Certifications – Please check all that apply to this particular project.**

1. **Facilities and Administrative Rates** included in this proposal have been calculated based on:

- Our federally-negotiated F&A rates for this type of work, or a reduced F&A rate that we hereby agree to accept. *If selected, please include your F&A rate agreement or the URL to access the information:*
- Other rates (please specify the basis on which the rate has been calculated in Section D *Comments* below).
- Not applicable (no indirect costs are requested).

2. **Fringe Benefit Rates** included in this proposal have been calculated based on:

- Rates are consistent with or lower than our federally-negotiated rates. *(If this is selected, please include a copy of your FB rate agreement or the URL to the information)*
- Based on actual rates.
- Other rates (please specify the basis on which the rate has been calculated in Section D *Comments* below).
- Not applicable (no fringe benefit rates are requested).

3. **Subrecipient Type:**

- Large Business     Small Business Concern     Institution of Higher Learning     Non-Profit     Foreign Owned
- Government

*If a small business, please identify business classification (\*certified by the Small Business Administration)*

- Small disadvantaged business as certified by the Small Business Administration
- Women-owned small business concern
- Veteran-owned small business concern
- Service-disabled veteran-owned small business concern
- HUBZone small business concern

SUBRECIPIENT COMMITMENT FORM CONTINUED

**4. Lobbying (for U.S. federal projects only):**

- Yes**    **No** My organization certifies that no payments have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this proposed project. (If "No," attach explanation.)

**5. Cost Sharing:**

- Yes**    **No** Amount:

*Cost sharing amounts and justification should be included in the subrecipient's budget.*

**6. Research Subject Compliance Information (check as applicable):**

- Yes**    **No** Human Subjects will be involved in the subrecipient's portion of this project  
If "Yes," please provide your organization's OHRP approved FWA #:  
(If your organization does not have a FWA #, attach an explanation on how your organization will comply with U.S. federal regulations and policies for the protection of human subjects.)

- Yes**    **No** Animal Subjects will be involved in subrecipient's portion of this project. If "Yes," provide a copy of IACUC approval to the Sponsored Research Officer as soon as it is available. IACUC approval is required before a subagreement will be issued.

**7. Public Health Service (PHS) Conflict of Interest (COI)**

*(applicable to PHS funded sponsors or those that have adopted the federal financial disclosure requirements)*

Please check the appropriate responses below

- Not applicable because this project is not being funded by PHS (NIH, CDC, AHRQ, etc.), or any other sponsor that has adopted the federal financial disclosure requirements (NSF, etc.).
- Subrecipient Organization/Institution certifies that it has an active and enforced financial conflict of interest policy that is consistent with the provision of 42 CFR Part 50, Subpart F "Responsibility of Applicants for Promoting Objectivity in Research" and 45 CFR Part 94 "Responsible Prospective Contractors." Subrecipient also certifies that, to the best of Institution's knowledge, (1) all financial disclosures will be made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy, and (2) all identified conflicts of interest have or will have been satisfactorily managed, reduced or eliminated in accordance with subrecipient's conflict of interest policy prior to the expenditures of any funds under any resultant agreement and within a timely manner sufficient to enable timely FCOI reporting.
- Subrecipient does not have an active and/or enforced conflict of interest policy and agrees to adopt UEI's policy.

**8. Debarment and Suspension**

- Yes**    **No** Is the PI (or any other employee/student planning to participate in this project) debarred, suspended or otherwise excluded from or ineligible for participation in federal assistance programs or activities? (If "Yes", attach explanation.)
- Yes**    **No** Is the organization presently indicted for, or otherwise criminally or civilly charged by a government entity" (If "Yes", attach explanation.)
- Yes**    **No** Has the organization within three (3) years preceding this offer, has one or more contracts terminated for default by any federal agency? (If "Yes", attach explanation.)



SUBRECIPIENT COMMITMENT FORM CONTINUED

**SECTION C - Audit Status**

**9. Uniform Guidance Audit Status**

Does the Subrecipient receive an annual audit in accordance with Uniform Guidance?  **Yes**  **No**

**If "YES"**, has the audit been completed for the most recent fiscal year.  **Yes**  **No**

Most recent fiscal year completed: FY

Were any audit findings reported? (If "Yes," explain in Section D, *Comments*, below.)  **Yes**  **No**

Please provide a complete copy of your most recent Uniform Guidance audit report or add URL link for the document below:

If "NO", please complete the Financial Management Questionnaire for Subrecipients document provided to you as a separate file, and submit with this form.

**SECTION D - Comments or Additional Information**

UNIVERSITY ENTERPRISES, INC.  
*an auxiliary organization of California State University, Sacramento*

SUBRECIPIENT COMMITMENT FORM CONTINUED

**ATTESTATION**

The information, certifications and representations contained within this document have been read and are made by the authorized official of the subrecipient named herein and signing below. The appropriate programmatic and administrative personnel involved in this application are aware of agency policy in regard to subawards and are prepared to establish the necessary inter-institutional agreements consistent with those policies. Completion of this form does not obligate UEI to contract with proposed subrecipient.

**Any work begun and/or expenses incurred prior to execution of a written subaward agreement are at the Subrecipient's own risk.**

Legal Name of Subrecipient's Organization/Institution	Federal Employer Identification Number (EIN)
Address	Federal Unique Entity Identifier (UEI)*
City, State, Zip	Subrecipient's Congressional District

**\*If you need a Unique Entity ID**, click on this website URL to the Quick State Guide from SAM.gov:  
[https://www.fsd.gov/sys\\_attachment.do?sys\\_id=91fa109c1b55155406b09796bc4bcb95](https://www.fsd.gov/sys_attachment.do?sys_id=91fa109c1b55155406b09796bc4bcb95)

**Authorized Official of Subrecipient**

Signature of Subrecipient's Authorized Official	Name and Title of Authorized Official
Email	Phone
Date	

**Is Subrecipient owned or controlled by a parent entity?**  Yes  No

**If "Yes", please provide the following:**

Parent Entity Legal Name: \_\_\_\_\_  
Parent Entity Address, City, State, \_\_\_\_\_  
Parent Entity Congressional District: \_\_\_\_\_  
Parent Entity UEI: \_\_\_\_\_  
Parent Entity EIN: \_\_\_\_\_

## **SAC CITY USD – ICEECE SCOPE of WORK TASKS**

(October 1, 2023 – December 31, 2025)

The Sacramento State Innovation Center for Early Childhood Education (ICECE) aims to provide free professional development, technical assistance, and program evaluation to early childhood educators and caregivers, and create an early childhood education network to share best practices and improve education outcomes. This will involve partnering with the Sacramento City Unified School District (DISTRICT) to establish demonstration sites. At each demonstration site, model programming will be offered, and new early childhood education methods will be evaluated. Best practices developed at each demonstration site will be shared with member sites in the network.

Funds will also be used for demonstration site upgrades for best practices, demonstrations and collaborative activities as well as to increase the number of preschool students and families served. Additionally, the project aims to increase interest in ECE careers and will support students from the District and other educational entities with scholarships, access to professional development activities, and special advising..

In collaboration with Sac State’s ICECE, the DISTRICT’s priorities, responsibilities, and tasks shall include the following:

<b>TASKS</b>	<b>TIMELINES, ETC.</b>
1. Assist with creating demonstration site framework.	Fall 2024
2. Work with ICEECE to identify up to five demonstration ECE programs in SCUSD with interest in additional students and professional development for staff.	<ul style="list-style-type: none"><li>• Fall 2024</li></ul>
3. Identify programmatic focuses (via teacher survey, principal interview, etc.) for each site	By March 2025

<b>TASKS</b>	<b>TIMELINES, ETC.</b>
<p>and develop and implement professional learning plan, including a Summer 2025 PD Institute – in collaboration with ICEECE.</p> <p>4. Use ICEECE resources to bolster, augment, enrich existing PK-3 alignment professional learning plan and any other identified professional learning for PK-3 and these sites (e.g., culture and climate, literacy and numeracy, MTSS, etc.).</p>	
<p>5. Complete demonstration site improvements and retrofits.</p>	<p>Outdoor classrooms by June 2025</p>
<p>6. Develop Summer 2025 Summer Institute curriculum; recruit participants, offer institute – in collaboration with ICEECE.</p>	<p>By March 2025</p>
<p>7. Develop AY2025-26 professional learning programs for staff at demonstration sites – in collaboration with ICEECE.</p>	<p>By June 2025</p>
<p>8. Create process for demonstration site visitation days – in collaboration with ICEECE.</p>	<p>By December 2025</p>

<b>TASKS</b>	<b>TIMELINES, ETC.</b>
9. Assist ICEECE with designing and initiating recruitment, outreach, and advising materials for future ECE teachers, including parents at any site with goals related to ECE and high school students with ECE interests/experience.	By January 2025
10. Identify a core District team of leaders and staff (e.g., Assistant Superintendent for Early Childhood Education, ECE directors and/or coordinators) to collaborate in all aspects of supporting the demonstration sites.	
11. Participate in regular meetings with ICEECE director and faculty fellows.	On going
12. Prepare and submit invoices regularly.	On going
13. Prepare and submit regular reports to Sacramento State, per guidelines from the City of Sacramento and the CA Natural Resources Agency. Teacher and student data will be required.	On going
OTHER:	
OTHER:	
OTHER:	

<b>TASKS</b>	<b>TIMELINES, ETC.</b>

**Innovation Center for Early Childhood Education (ICECE) - Updated Budget Request (March 2024)**  
**DRAFT \* SCUSD Subaward Budget**

	<b>Year 1 10/1/23 - 6/30/24</b>	<b>Year 2 7/1/24 - 6/30/25</b>
<b>Sacramento City Unified School District (SCUSD)</b>		
Subaward costs may include:		
Capital Improvement costs (classroom & playground upgrades, etc.)	\$1,200,000	\$100,000
Stipends for demonstration site directors (3 sites)	\$15,000	\$15,000
PD teacher stipends/incentive payments (3 Demo sites @ 6 Teachers each)	\$163,350	\$166,617
PD event substitute costs (\$350/day x 5 days x 30) - Years 2 & 3 only	\$0	\$52,500
PD extension activities - \$5,000 per visiting team up to 5 - Years 2 & 3 only	\$0	\$25,000
Demo Site Material/Supplies	\$33,500	\$33,500
<b>Subtotal SCUSD</b>	<b>\$1,411,850</b>	<b>\$392,617</b>

<b>Year 3 7/1/25 - 12/31/25</b>	<b>Total</b>
\$0	<b>\$1,300,000</b>
\$15,000	<b>\$45,000</b>
\$169,949	<b>\$499,916</b>
\$52,500	<b>\$105,000</b>
\$25,000	<b>\$50,000</b>
\$33,000	<b>\$100,000</b>
<b>\$295,449</b>	<b>\$2,099,916</b>



DEPARTMENT OF HEALTH CARE SERVICES

TRI-PARTY AGREEMENT FOR DISCLOSURE AND USE OF DHCS DATA

- 1. This Agreement addresses the conditions under which the California Department of Health Care Services (DHCS) will disclose and the (check only one box):

[LEA] Sacramento City Unified School District and [Contractor] SEIS Billing/San Joaquin County Office of Education

[LEA] as lead LEA of the consortium of LEAs identified in Attachment D and [Contractor] SEIS Billing/San Joaquin County Office of Education

(User(s)) will obtain and use data match file(s) as set out in Attachment A. This Agreement supplements any agreements between the parties with respect to the use of information from data and documents and overrides any contrary instructions, directions, agreements, or other understandings in or pertaining to any other prior communication from DHCS or any of its components with respect to the data specified in this Agreement. The terms of this Agreement may be changed only by a written modification to this Agreement or by the parties entering into a new agreement. The parties agree further that instructions or interpretations issued to User(s) concerning this Agreement, and the data and documents specified herein, shall not be valid unless issued in writing by the DHCS point-of-contact specified in Section 3 or the DHCS signatories to this Agreement shown in Section 22.

- 2. The parties mutually agree that the following named individuals are designated as "Custodians of the Files" on behalf of User(s) and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security arrangements as specified in this Agreement to prevent unauthorized use or disclosure. User(s) agree to notify DHCS within fifteen (15) days of any change to the custodianship information.

Geovanni Linares (LEA Name of Custodian of Files)

Director III, SELPA (LEA Title/Component)

Sacramento City Unified School District 1255484606 (LEA Name) (LEA National Provider Identifier)

5735 47th Avenue (LEA Address)

User Initial: [Signature]

**Katie Nilsson**

(Contractor Name of Custodian of Files)

**Director II, Medi-Cal Services**

(Contractor Title/Component)

SEIS Billing/San Joaquin County Office of Education

(Contractor Company/Organization)

2901 Arch-Airport Rd., Stockton, CA 95206

(Contractor Company Address)

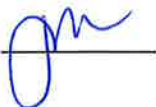
3. The parties mutually agree that the following named individual will be designated as “point-of-contact” for the Agreement on behalf of DHCS.

**California Department of Health Care Services  
Local Governmental Financing Division, LEA BOP  
Attn: Stephanie Magee  
(916) 345-7885  
[LEA@dhcs.ca.gov](mailto:LEA@dhcs.ca.gov)**

4. The parties mutually agree that the following specified Attachments are part of this Agreement:

Attachment A: LEA BOP Data Match Fields  
Attachment B: LEA BOP – SMAA Renewal Data Match Fields  
Attachment C: Business Associate Agreement  
Attachment D: Certificate of Destruction of Confidential Data  
Attachment E Part I: Custodianship Amendment to Data Use Agreement  
Attachment E Part II: Notification of Change to Custodian Information  
Attachment E Part III: Additional Custodians of Files  
(if applicable) Attachment F: List of LEA Consortium Members

5. LEA is contracting with Contractor, a vendor, to provide some or all of the services to LEA as described in paragraph 6, below. Users agree to enter into a Business Associate Agreement (BAA) with DHCS for purposes of receiving data under this Agreement. Users therefore agree to be bound by the terms of this Agreement as well as the underlying BAA (Attachment ). Furthermore, Users agree if any discrepancy arises between this DUA and the underlying BAA, the terms of the BAA control.
6. The parties mutually agree, and in furnishing data match files hereunder, DHCS relies upon such agreement, that such data match file(s) will be used solely by Users for the following purposes:



- A. Data match file(s) is released to Sacramento City Unified School District [LEA] and to SEIS Billing/San Joaquin County Office of Education [Contractor] on behalf of Sacramento City Unified School District [LEA] for the following purposes:
- a. The data match file(s) is used to verify the Medi-Cal eligibility of students receiving services from [LEA] Sacramento City Unified School District and for the processing by [LEA] Sacramento City Unified School District and [Contractor] SEIS Billing/San Joaquin County Office of Education of claims for reimbursement for such services. The data listed in Attachment A is the minimum amount needed for this purpose.
  - b. The data match file(s) must be maintained by the LEAs as supporting documentation for an audit of the Cost and Reimbursement Comparison Schedule (CRCS) report. (Attachment A)
- B. LEA and Contractor have a business relationship for the purpose of facilitating involvement in the LEA BOP. These services include billing for interim reimbursement and may include completing compliance documentation. (Attachment A or Attachment B)
- C. To verify the Medi-Cal eligibility of students receiving services from LEA and for the processing by LEA of claims for reimbursement for such services through the LEA Medi-Cal Billing Option Program (LEA BOP). The data listed in Attachment A is the minimum amount needed for this purpose. (Attachment A or Attachment B)
- D. To allow the LEA to know that an enrolled Medi-Cal beneficiary has requested to receive Medi-Cal information in an alternative format. (Attachment A or Attachment B)
- E. Optional use(s) of data files when participating in both the LEA BOP and School-Based Medi-Cal Administrative Activities program. Check boxes for additional data uses.
- a. To allow the LEA, that is participating in LEA BOP and in the School-Based Medi-Cal Administrative Activities (SMAA) program to know which students have disenrolled from Medi-Cal for the purpose of conducting Medi-Cal outreach and facilitating the Medi-Cal application as outlined in the SMAA Manual. (Attachment A)
  - b. Data file(s) will be used solely by Users to allow the LEA, participating in the LEA Medi-Cal Billing Option Program (LEA BOP) and the School-Based Medi-Cal Administrative Activities (SMAA) program to determine the students whose Medi-Cal renewal date has expired or will soon expire to conduct Medi-Cal outreach and facilitate the completion of the Medi-Cal application as outlined in the SMAA Manual. (Attachment B)

7. The following definitions shall apply to this Agreement. The terms used in this Agreement, but not otherwise defined, shall have the same meanings as those terms have in the HIPAA regulations or other applicable law. Any reference to statutory or regulatory language shall be to such language as in effect or as amended.
- a. Breach shall have the meaning given to such term under HIPAA and the California Information Practices Act.
  - b. As used in this Agreement and unless otherwise stated, the term "PHI" refers to and includes both "PHI" as defined at 45 CFR section 160.103 and Personal Information (PI) as defined in the Information Practices Act at California Civil Code section 1798.3(a). PHI includes information in any form, including paper, oral, and electronic.
  - c. Security Incident means the attempted or successful unauthorized access, use, disclosure, modification, or destruction of PHI or PI or of other confidential data that is essential to the ongoing operation of User(s)' organization and intended for internal use; or interference with system operations in an information system.
  - d. Unsecured PHI shall have the meaning given to such term under HIPAA.
  - e. DHCS data means all data provided by DHCS pursuant to this Agreement as well as all data derived from such data, inclusive of de-identified data.
8. User(s) represent and warrant that, except as DHCS authorizes in writing, User(s) shall not disclose, release, reveal, show, sell, rent, lease, loan, or otherwise grant access to the data covered by this Agreement to any person, company or organization. User(s) agrees that, within User(s)' organizations, access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose(s) stated in this Agreement and to those individuals on a need-to-know basis only. User(s) shall not use or further disclose the information other than as is permitted by this Agreement or as otherwise required by law. User(s) shall not use the information to identify or contact any individuals, other than as described within this Agreement.
9. User(s) shall not destroy the data file any sooner than three years after the date of submission of the original or amended CRCS report by the User(s), whichever is later. Notwithstanding the aforementioned, User(s) shall not destroy the data match file until audit findings have been fully resolved. User(s) agree to submit the signed Certificate of Destruction of Confidential Data (Attachment D) to DHCS within 30 days after completion of the audit process. User(s) shall destroy all electronic data match files with DHCS data by wiping such data using Department of Defense standards or as approved by DHCS. User(s) shall destroy all paper documents with DHCS data by using a confidential method of destruction, such as crosscut shredding or contracting with a company that specializes in confidential destruction of documents. User(s) shall certify the destruction of the file(s) in writing and send a copy of this certification to the DHCS point-of-contact listed in Section 3 within 30 days of the destruction. User(s) agree that no DHCS data, including but not limited to parts or copies thereof as well as files derived from DHCS data (electronic, hardcopy or otherwise), shall be retained when the files are destroyed unless authorization in writing for the retention of such files has been received from the DHCS point-of-contact listed in Section 3.

10. Termination.

- a. This Agreement shall terminate on November 30, 2027, or upon the termination of a contractual relationship between Users, whichever occurs first. If the contractual relationship between Users terminates, LEA shall immediately notify DHCS and DHCS will immediately suspend the sending of DHCS data to the Contractor. Upon termination of this Agreement, all data provided by DHCS must be destroyed by Users as set forth in Section 9, above, and a certificate of destruction sent to the DHCS point-of-contact specified in Section 3, unless data has been destroyed prior to the termination date and a certificate of destruction sent to DHCS. All representations, warranties and certifications shall survive termination.
- b. Upon DHCS' knowledge of a material breach or violation of this Agreement by User(s), DHCS may provide an opportunity for User(s) to cure the breach or end the violation and may terminate this Agreement if User(s) does not cure the breach or end the violation within the time specified by DHCS. DHCS may terminate this Agreement immediately if User(s) breach a material term and DHCS determines, in its sole discretion, that cure is not possible or available under the circumstances. Upon termination of this Agreement, User must destroy all DHCS data in accordance with Section 9, above.
- c. The provisions of this Agreement governing the privacy and security of the DHCS data shall remain in effect until all DHCS data is destroyed or returned to DHCS.

- 11. Any provision of this Agreement which is in conflict with current or future applicable Federal or State laws is hereby amended to conform to the provisions of those laws. Such amendment of this Agreement shall be effective on the effective date of the laws necessitating it, and shall be binding on the parties even though such amendment may not have been reduced to writing and formally agreed upon and executed by the parties.
- 12. User(s) agree that additional data elements may not be added to Attachment A or Attachment B nor transferred from DHCS to User(s) without approval by, as applicable, DHCS's Data and Research Committee and the Committee for the Protection of Human Subjects.
- 13. This Agreement shall be binding on any and all successor(s)-in-interest of the Parties.
- 14. This Agreement may be signed in counterpart and all parts taken together shall constitute one agreement.
- 15. The Custodian(s), as named in Section 2, hereby acknowledges their appointment as Custodian(s) of the aforesaid file(s) on behalf of User(s), and agrees in a representative capacity to comply with all of the provisions of this Agreement on behalf of User(s).

**Geovanni Linares**

(LEA Name of Custodian of File(s) - Typed or Printed)

**Director III, SELPA**

(LEA Title/Component)

**Geovanni Linares** Digitally signed by Geovanni Linares  
Date: 2024.10.15 10:11:19 -07'00'

(LEA Signature) (Date)

**Katie Nilsson**

(Contractor Name of Custodian of File(s) - Typed or Printed)

**Director II, Medi-Cal Services**

(Contractor Title/Component)

**Katie Nilsson** Digitally signed by Katie Nilsson  
Date: 2024.09.12 12:48:33 -07'00'

(Contractor Signature) (Date)

16. On behalf of User(s), the undersigned individuals hereby attests that they are authorized to enter into this Agreement and agree to all the terms specified herein.

**Janea Marking**

(LEA Name - Typed or Printed)

**Chief Business and Operations Officer**

(LEA Title/Component)

**Sacramento City Unified School District**

(LEA Name)

**5735 47th Avenue**

(LEA Address)

**Sacramento, CA 95824**

(LEA City/State/ZIP Code)

**(916) 643-9055; janea-marking@scusd.edu**

(LEA Phone Number and E-Mail Address)

(LEA Signature)

11/01/2024

(Date)

**Katie Nilsson**

(Contractor Name - Typed or Printed)

**Director II, Medi-Cal Services**

(Contractor Title/Component)

**SEIS Billing/San Joaquin County Office of Education**

(Company/Organization)

2901 Arch-Airport Rd.

(Contractor Address)

Stockton, CA 95206

(Contractor City/State/ZIP Code)

209-468-9292, knilsson@sjcoe.net

(Contractor Phone Number and E-Mail Address)

**Katie Nilsson**

Digitally signed by Katie Nilsson  
Date: 2024.09.12 12:48:53 -07'00'

(Contractor Signature)

(Date)

- 17. On behalf of DHCS the undersigned individual hereby attests that they are authorized to enter into this Agreement and agrees to all the terms specified herein.

(Name of DHCS Representative - Typed or Printed)

(Title/Component)

(Signature)

(Date)

**Data Use Agreement  
Attachment A**

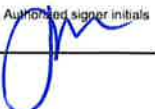
**Local Educational Agency Medi-Cal Billing Option (LEA BOP)**

**Fields for Data Match Files**

The following table illustrates the LEA data match file(s) output for the LEA BOP Data Match and LEA BOP – SMAA Disenrollment Data Match.

Please note that the first 105 characters are the data fields the LEA provides as input. Output fields include the returned input fields (positions 1-105) and output positions 106-304.


<b>LEA BOP DATA MATCH and LEA BOP-SMAA DISENROLLMENT DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
Social Security Number	9	1-9
Last Name	20	10-29
First Name	15	30-44
Middle Initial	1	45
Date of Birth (CCYYMMDD)	8	46-53
Sex	1	54
Provider Id	9	55-63
School Name	20	64-83
User data	20	84-103
County Code	2	104-105
Beneficiary Identification Card Number	14	106-119
Beneficiary Identification Card Issue Date (CCYYMMDD)	8	120-127
Filler	6	128-133
Match Indicator	1	134
Record Eligibility Indicator	1	135
Filler	1	136
Current Month Data	9	137-145
Eligibility Indicator	1	137
Share of Cost Amount	5	138-142
Cert Day	2	143-144

User Initial: 



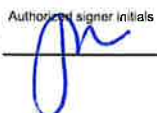
**Data Use Agreement  
Attachment A**

<b>LEA BOP DATA MATCH and LEA BOP-SMAA DISENROLLMENT DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
OHC Indicator	1	145
History Data – January	9	146-154
Eligibility Indicator	1	146
Share of Cost Amount	5	147-151
Cert Day	2	152-153
OHC Indicator	1	154
History Data - February	9	155-163
Eligibility Indicator	1	155
Share of Cost Amount	5	156-160
Cert Day	2	161-162
OHC Indicator	1	163
History Data - March	9	164-172
Eligibility Indicator	1	164
Share of Cost Amount	5	165-169
Cert Day	2	170-171
OHC Indicator	1	172
History Data - April	9	173-181
Eligibility Indicator	1	173
Share of Cost Amount	5	174-178
Cert Day	2	179-180
OHC Indicator	1	181
History Data - May	9	182-190
Eligibility Indicator	1	182
Share of Cost Amount	5	183-187
Cert Day	2	188-189
OHC Indicator	1	190
History Data - June	9	191-199
Eligibility Indicator	1	191
Share of Cost Amount	5	192-196
Cert Day	2	197-198
OHC Indicator	1	199
History Data - July	9	200-208
Eligibility Indicator	1	200

User Initial: Authorized signer initials  


**Data Use Agreement  
Attachment A**

<b>LEA BOP DATA MATCH and LEA BOP-SMAA DISENROLLMENT DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
Share of Cost Amount	5	201-205
Cert Day	2	206-207
OHC Indicator	1	208
History Data - August	9	209-217
Eligibility Indicator	1	209
Share of Cost Amount	5	210-214
Cert Day	2	215-216
OHC Indicator	1	217
History Data - September	9	218-226
Eligibility Indicator	1	218
Share of Cost Amount	5	219-223
Cert Day	2	224-225
OHC Indicator	1	226
History Data - October	9	227-235
Eligibility Indicator	1	227
Share of Cost Amount	5	228-232
Cert Day	2	233-234
OHC Indicator	1	235
History Data - November	9	236-244
Eligibility Indicator	1	236
Share of Cost Amount	5	237-241
Cert Day	2	242-243
OHC Indicator	1	244
History Data – December	9	245-253
Eligibility Indicator	1	245
Share of Cost Amount	5	246-250
Cert Day	2	251-252
OHC Indicator	1	253
Meds Current Date (CCYYMMDD)	8	254-261
FFP Qualified	1	262-262
Alternative Format	41	263-303
Filler	1	304-304

User Initial: Authorized signer initials  


**Data Use Agreement  
Attachment B**

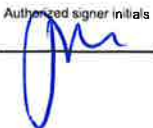
**Local Educational Agency Medi-Cal Billing Option (LEA BOP)**

**Fields for Data Match Files**

The following table illustrates the LEA data match file(s) output for the LEA BOP – SMAA RENEWAL DATA MATCH.

Please note that the first 105 characters are the data fields the LEA provides as input. Output fields include the returned input fields (positions 1-105) and output positions 106-304.

<b>LEA BOP-SMAA RENEWAL DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
Social Security Number	9	1-9
Last Name	20	10-29
First Name	15	30-44
Middle Initial	1	45
Date of Birth (CCYYMMDD)	8	46-53
Sex	1	54
Provider Id	9	55-63
School Name	20	64-83
User data	20	84-103
County Code	2	104-105
Beneficiary Identification Card Number	14	106-119
Renewal Date (MMM-YY)	8	120-127
Filler	6	128-133
Match Indicator	1	134
Record Eligibility Indicator	1	135
Filler	1	136
Current Month Data	9	137-145
Eligibility Indicator	1	137
Share of Cost Amount	5	138-142
Cert Day	2	143-144
OHC Indicator	1	145
History Data – January	9	146-154
Eligibility Indicator	1	146

User Initial:  Authorized signer initials

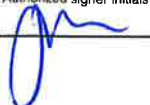
**Data Use Agreement  
Attachment B**

<b>LEA BOP-SMAA RENEWAL DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
Share of Cost Amount	5	147-151
Cert Day	2	152-153
OHC Indicator	1	154
History Data - February	9	155-163
Eligibility Indicator	1	155
Share of Cost Amount	5	156-160
Cert Day	2	161-162
OHC Indicator	1	163
History Data - March	9	164-172
Eligibility Indicator	1	164
Share of Cost Amount	5	165-169
Cert Day	2	170-171
OHC Indicator	1	172
History Data - April	9	173-181
Eligibility Indicator	1	173
Share of Cost Amount	5	174-178
Cert Day	2	179-180
OHC Indicator	1	181
History Data - May	9	182-190
Eligibility Indicator	1	182
Share of Cost Amount	5	183-187
Cert Day	2	188-189
OHC Indicator	1	190
History Data - June	9	191-199
Eligibility Indicator	1	191
Share of Cost Amount	5	192-196
Cert Day	2	197-198
OHC Indicator	1	199
History Data - July	9	200-208
Eligibility Indicator	1	200
Share of Cost Amount	5	201-205
Cert Day	2	206-207
OHC Indicator	1	208
History Data - August	9	209-217
Eligibility Indicator	1	209

User Initial: Authorized signer initials  


**Data Use Agreement  
Attachment B**

<b>LEA BOP-SMAA RENEWAL DATA MATCH</b>		
<b>FIELD</b>	<b>SIZE</b>	<b>POSITION</b>
Share of Cost Amount	5	210-214
Cert Day	2	215-216
OHC Indicator	1	217
History Data - September	9	218-226
Eligibility Indicator	1	218
Share of Cost Amount	5	219-223
Cert Day	2	224-225
OHC Indicator	1	226
History Data - October	9	227-235
Eligibility Indicator	1	227
Share of Cost Amount	5	228-232
Cert Day	2	233-234
OHC Indicator	1	235
History Data - November	9	236-244
Eligibility Indicator	1	236
Share of Cost Amount	5	237-241
Cert Day	2	242-243
OHC Indicator	1	244
History Data – December	9	245-253
Eligibility Indicator	1	245
Share of Cost Amount	5	246-250
Cert Day	2	251-252
OHC Indicator	1	253
Meds Current Date (CCYYMMDD)	8	254-261
FFP Qualified	1	262-262
Alternative Format	41	263-303
Filler	1	304-304

User Initial: Authorized signer initials  


**ATTACHMENT C**  
**Business Associate Addendum**

1. This Agreement has been determined to constitute a business associate relationship under the Health Insurance Portability and Accountability Act (HIPAA) and its implementing privacy and security regulations at 45 Code of Federal Regulations, Parts 160 and 164 (collectively, and as used in this Agreement)
2. The term "Agreement" as used in this document refers to and includes both this Business Associate Addendum and the contract to which this Business Associate Agreement is attached as an exhibit, if any.
3. For purposes of this Agreement, the term "Business Associate" shall have the same meaning as set forth in 45 CFR section 160.103.
4. The Department of Health Care Services (DHCS) intends that Business Associate may create, receive, maintain, transmit or aggregate certain information pursuant to the terms of this Agreement, some of which information may constitute Protected Health Information (PHI) and/or confidential information protected by Federal and/or state laws.
  - 4.1 As used in this Agreement and unless otherwise stated, the term "PHI" refers to and includes both "PHI" as defined at 45 CFR section 160.103 and Personal Information (PI) as defined in the Information Practices Act (IPA) at California Civil Code section 1798.3(a). PHI includes information in any form, including paper, oral, and electronic.
  - 4.2 As used in this Agreement, the term "confidential information" refers to information not otherwise defined as PHI in Section 4.1 of this Agreement, but to which state and/or federal privacy and/or security protections apply.
5. Contractor (however named elsewhere in this Agreement) is the Business Associate of DHCS acting on DHCS's behalf and provides services or arranges, performs or assists in the performance of functions or activities on behalf of DHCS, and may create, receive, maintain, transmit, aggregate, use or disclose PHI (collectively, "use or disclose PHI") in order to fulfill Business Associate's obligations under this Agreement. DHCS and Business Associate are each a party to this Agreement and are collectively referred to as the "parties."
6. The terms used in this Agreement, but not otherwise defined, shall have the same meanings as those terms in HIPAA and/or the IPA. Any reference to statutory or regulatory language shall be to such language as in effect or as amended.
7. **Permitted Uses and Disclosures of PHI by Business Associate.** Except as otherwise indicated in this Agreement, Business Associate may use or disclose PHI, inclusive of de-identified data derived from such PHI, only to perform functions, activities or services specified in this Agreement on behalf of DHCS, provided that such use or disclosure would not violate HIPAA or other applicable laws if done by DHCS.
  - 7.1 **Specific Use and Disclosure Provisions.** Except as otherwise indicated in this Agreement, Business Associate may use and disclose PHI if necessary for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate. Business Associate may disclose PHI for this purpose if the disclosure is required by law, or the Business Associate obtains reasonable assurances from the person to whom the information is disclosed that it will be held confidentially and used or further disclosed only as required by law or for the purposes for which it was disclosed to the person. The person shall notify the Business Associate of any instances of which the person is aware that the confidentiality of the information has been breached, unless such person is a treatment provider not acting as a business associate of Business Associate.

User Initial:  Authorized signer initials

7.2 **Nondisclosure.** Business Associate shall not use or disclose PHI or other confidential information other than as permitted or required by this Agreement or as required by law.

## 8. Compliance with Other Applicable Law

8.1 To the extent that other state and/or federal laws provide additional, stricter and/or more protective (collectively, more protective) privacy and/or security protections to PHI or other confidential information covered under this Agreement beyond those provided through HIPAA, Business Associate agrees:

8.1.1 To comply with the more protective of the privacy and security standards set forth in applicable state or federal laws to the extent such standards provide a greater degree of protection and security than HIPAA or are otherwise more favorable to the individuals whose information is concerned; and

8.1.2 To treat any violation of such additional and/or more protective standards as a breach or security incident, as appropriate, pursuant to Section 19. of this Agreement.

8.2 Examples of laws that provide additional and/or stricter privacy protections to certain types of PHI and/or confidential information, as defined in Section 4. of this Agreement, include, but are not limited to the Information Practices Act, California Civil Code sections 1798-1798.78, Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2, Welfare and Institutions Code section 5328, and California Health and Safety Code section 11845.5.

8.3 If Business Associate is a Qualified Service Organization (QSO) as defined in 42 CFR section 2.11, Business Associate agrees to be bound by and comply with subdivisions (2)(i) and (2)(ii) under the definition of QSO in 42 CFR section 2.11.

## 9. Additional Responsibilities of Business Associate

### 9.1 Safeguards and Security.

9.1.1 Business Associate shall use safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of PHI and other confidential data and comply, where applicable, with subpart C of 45 CFR Part 164 with respect to electronic protected health information, to prevent use or disclosure of the information other than as provided for by this Agreement. Such safeguards shall be based on applicable Federal Information Processing Standards (FIPS) Publication 199 protection levels.

9.1.2 Business Associate shall, at a minimum, utilize a National Institute of Standards and Technology Special Publication (NIST SP) 800-53 compliant security framework when selecting and implementing its security controls and shall maintain continuous compliance with NIST SP 800-53 as it may be updated from time to time. The current version of NIST SP 800-53, Revision 5, is available online at <https://csrc.nist.gov/publications/detail/sp/800-53/rev-5/final>; updates will be available online at <https://csrc.nist.gov/publications/sp800>.


9.1.3 Business Associate shall employ FIPS 140-3 validated encryption of PHI at rest and in motion unless Business Associate determines it is not reasonable and appropriate to do so based upon a risk assessment, and equivalent alternative measures are in place and documented as such. FIPS 140-3 validation can be determined online at <https://csrc.nist.gov/projects/cryptographic-module-validation-program/validated-modules/search>. In addition, Business Associate shall maintain, at a minimum, the most current industry standards for transmission and storage of PHI and other confidential information.

9.1.4 Business Associate shall apply security patches and upgrades, and keep virus software up-to-date, on all systems on which PHI and other confidential information may be used.

- 9.1.5 Business Associate shall ensure that all members of its workforce with access to PHI and/or other confidential information sign a confidentiality statement prior to access to such data. The statement must be renewed annually.
- 9.1.6 Business Associate shall identify the security official who is responsible for the development and implementation of the policies and procedures required by 45 CFR Part 164, Subpart C.
- 9.1.7 Remote access to PHI from outside the continental United States, inclusive of remote access to PHI by Business Associate's support staff in identified support centers, is prohibited.
- 9.1.8 Business Associate shall only store PHI in a data center physically located within the continental United States.

**9.2 Business Associate's Agent.** Business Associate shall ensure that any agents, subcontractors, subawardees, vendors or others (collectively, "agents") that use or disclose PHI and/or confidential information on behalf of Business Associate agree to the same restrictions and conditions that apply to Business Associate with respect to such PHI and/or confidential information.

- 10. **Mitigation of Harmful Effects.** Business Associate shall mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI and other confidential information in violation of the requirements of this Agreement.
- 11. **Access to PHI.** Business Associate shall make PHI available in accordance with 45 CFR section 164.524.
- 12. **Amendment of PHI.** Business Associate shall make PHI available for amendment and incorporate any amendments to protected health information in accordance with 45 CFR section 164.526.
- 13. **Accounting for Disclosures.** Business Associate shall make available the information required to provide an accounting of disclosures in accordance with 45 CFR section 164.528.
- 14. **Collaboration.** The parties shall collaborate as appropriate and necessary to ensure compliance with this Agreement, including but not limited to Sections 11 – 13 of this Agreement. The parties acknowledge and agree that neither party intends that this Agreement shall create obligations and/or liabilities that do not otherwise exist as appropriate based on the nature of the work performed and applicable law.
- 15. **Compliance with DHCS Obligations.** To the extent Business Associate is to carry out an obligation of DHCS under 45 CFR Part 164, Subpart E, comply with the requirements of the subpart that apply to DHCS in the performance of such obligation.
- 16. **Access to Practices, Books and Records.** Business Associate shall make its internal practices, books, and records relating to the use and disclosure of PHI on behalf of DHCS available to the federal Secretary of Health and Human Services for purposes of determining DHCS' compliance with 45 CFR Part 164, Subpart E.
- 17. **Return or Destroy PHI on Termination; Survival.** At termination of this Agreement, if feasible, Business Associate shall return or destroy all PHI and other confidential information received from, or created or received by Business Associate on behalf of, DHCS that Business Associate still maintains in any form and retain no copies of such information. If return or destruction is not feasible, Business Associate shall notify DHCS of the conditions that make the return or destruction infeasible, and DHCS and Business Associate shall determine the terms and conditions under which Business Associate may retain the PHI. If such return or destruction is not feasible, Business Associate shall extend the protections of this Agreement to the information and limit further uses and disclosures to those purposes that make the return or destruction of the information infeasible.

User Initial:  Authorized signer initials



**18. Special Provision for SSA Data.** If Business Associate receives data from or on behalf of DHCS that was verified by or provided by the Social Security Administration (SSA data) and is subject to an agreement between DHCS and SSA, Business Associate shall provide, upon request by DHCS, a list of all employees and agents and employees who have access to such data, including employees and agents of its agents, to DHCS.

**19. Breaches and Security Incidents.** Business Associate shall implement reasonable systems for the discovery and prompt reporting of any breach or security incident, and take the following steps:

**19.1 Notice to DHCS.**

**19.1.1** Business Associate shall notify DHCS **immediately** upon the discovery of a suspected breach or security incident that involves SSA data. This notification shall be provided via the DHCS Incident Reporting Portal upon discovery of the breach. If Business Associate is unable to provide notification via the DHCS Incident Reporting Portal, then Business Associate shall provide notice by email or telephone to DHCS.

**19.1.2** Business Associate shall notify DHCS **within 24** hours via the online DHCS Incident Reporting Portal (or by email or telephone if Business Associate is unable to use the DHCS Incident Reporting Portal) of the discovery of the following, unless attributable to a treatment provider that is not acting as a business associate of Business Associate:

**19.1.2.1** Unsecured PHI if the PHI is reasonably believed to have been accessed or acquired by an unauthorized person;

**19.1.2.2** Any suspected security incident which risks unauthorized access to PHI and/or other confidential information;

**19.1.2.3** Any intrusion or unauthorized access, use or disclosure of PHI in violation of this Agreement; or

**19.1.2.4** Potential loss of confidential information affecting this Agreement.

**19.1.3** Notice submitted to the DHCS Incident Reporting Portal will be sent to the DHCS Program Contract Manager (as applicable), the DHCS Privacy Office, and the DHCS Information Security Office. If providing notice to DHCS via email, use the DHCS contact information at Section 19.6 below (collectively, "DHCS Contacts").


Notice shall be made using the DHCS Incident Reporting Portal via the link on the DHCS Data Privacy Website online at

<https://www.dhcs.ca.gov/formsandpubs/laws/priv/Pages/default.aspx>

Notice via email shall be made using the current DHCS "Privacy Incident Reporting Form" and shall include all information known at the time the incident is reported. The form is available online at

<https://www.dhcs.ca.gov/formsandpubs/laws/priv/Documents/Privacy-Incident-Report-PIR.pdf>

Upon discovery of a breach or suspected security incident, intrusion or unauthorized access, use or disclosure of PHI, Business Associate shall take:

User Initial:  Authorized signer initials

**19.1.3.1** Prompt action to mitigate any risks or damages involved with the security incident or breach; and

**19.1.3.2** Any action pertaining to such unauthorized disclosure required by applicable Federal and State law.

**19.2 Investigation.** Business Associate shall immediately investigate such security incident or breach.

**19.3 Complete Report.** Business Associate shall provide a complete report of the investigation to DHCS within ten (10) working days of the discovery of the security incident or breach. This complete report must include any applicable additional information not included in the initial submission. The complete report shall include an assessment of all known factors relevant to a determination of whether a breach occurred under HIPAA and other applicable federal and state laws. The report shall also include a full, detailed corrective action plan, including its implementation date and information on mitigation measures taken to halt and/or contain the improper use or disclosure. If DHCS requests additional information, Business Associate shall make reasonable efforts to provide DHCS with such information. DHCS will review and approve or disapprove Business Associate's determination of whether a breach occurred, whether the security incident or breach is reportable to the appropriate entities, if individual notifications are required, and Business Associate's corrective action plan.

**19.3.1** If Business Associate does not submit a complete report within the ten (10) working day timeframe, Business Associate shall request approval from DHCS within the ten (10) working day timeframe of a new submission timeframe for the complete report.

**19.4 Notification of Individuals.** If the cause of a breach is attributable to Business Associate or its agents, other than when attributable to a treatment provider that is not acting as a business associate of Business Associate, Business Associate shall notify individuals accordingly and shall pay all costs of such notifications, as well as all costs associated with the breach. The notifications shall comply with applicable federal and state law. DHCS shall approve the time, manner and content of any such notifications and their review and approval must be obtained before the notifications are made.

**19.5 Responsibility for Reporting of Breaches to Entities Other than DHCS.** If the cause of a breach of PHI is attributable to Business Associate or its agents, other than when attributable to a treatment provider that is not acting as a business associate of Business Associate, Business Associate is responsible for all required reporting of the breach as required by applicable federal and state law.

**19.6 DHCS Contact Information.** To contact the above referenced DHCS staff, the Contractor shall initiate contact as indicated here. DHCS reserves the right to make changes to the contact information below by giving written notice to Business Associate. These changes shall not require an amendment to this Agreement.

User Initial:  Authorized signer initials

DHCS Program Contract Manager	DHCS Privacy Office	DHCS Information Security Office
See the Scope of Work exhibit for Program Contract Manager information. If this Business Associate Agreement is not attached as an exhibit to a contract, contact the DHCS signatory to this Agreement.	Privacy Office c/o: Data Privacy Unit Department of Health Care Services P.O. Box 997413, MS 4722 Sacramento, CA 95899-7413  Email: <a href="mailto:incidents@dhcs.ca.gov">incidents@dhcs.ca.gov</a>  Telephone: (916) 445-4646	Information Security Office Department of Health Care Services P.O. Box 997413, MS 6400 Sacramento, CA 95899-7413  Email: <a href="mailto:incidents@dhcs.ca.gov">incidents@dhcs.ca.gov</a>

**20. Responsibility of DHCS.** DHCS agrees to not request the Business Associate to use or disclose PHI in any manner that would not be permissible under HIPAA and/or other applicable federal and/or state law.

**21. Audits, Inspection and Enforcement**

**21.1** From time to time, DHCS may inspect the facilities, systems, books and records of Business Associate to monitor compliance with this Agreement. Business Associate shall promptly remedy any violation of this Agreement and shall certify the same to the DHCS Privacy Officer in writing. Whether or how DHCS exercises this provision shall not in any respect relieve Business Associate of its responsibility to comply with this Agreement.

**21.2** If Business Associate is the subject of an audit, compliance review, investigation or any proceeding that is related to the performance of its obligations pursuant to this Agreement, or is the subject of any judicial or administrative proceeding alleging a violation of HIPAA, Business Associate shall promptly notify DHCS unless it is legally prohibited from doing so.

**22. Termination**

**22.1 Termination for Cause.** Upon DHCS' knowledge of a violation of this Agreement by Business Associate, DHCS may in its discretion:

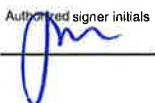
**22.1.1** Provide an opportunity for Business Associate to cure the violation and terminate this Agreement if Business Associate does not do so within the time specified by DHCS; or

**22.1.2** Terminate this Agreement if Business Associate has violated a material term of this Agreement.

**22.2 Judicial or Administrative Proceedings.** DHCS may terminate this Agreement if Business Associate is found to have violated HIPAA, or stipulates or consents to any such conclusion, in any judicial or administrative proceeding.

**23. Miscellaneous Provisions**

**23.1 Disclaimer.** DHCS makes no warranty or representation that compliance by Business Associate with this Agreement will satisfy Business Associate's business needs or compliance obligations. Business Associate is solely responsible for all decisions made by Business Associate regarding the safeguarding of PHI and other confidential information.

User Initial: 

**23.2. Amendment.**

**23.2.1** Any provision of this Agreement which is in conflict with current or future applicable Federal or State laws is hereby amended to conform to the provisions of those laws. Such amendment of this Agreement shall be effective on the effective date of the laws necessitating it, and shall be binding on the parties even though such amendment may not have been reduced to writing and formally agreed upon and executed by the parties.

**23.2.2** Failure by Business Associate to take necessary actions required by amendments to this Agreement under Section 23.2.1 shall constitute a material violation of this Agreement.

**23.3 Assistance in Litigation or Administrative Proceedings.** Business Associate shall make itself and its employees and agents available to DHCS at no cost to DHCS to testify as witnesses, or otherwise, in the event of litigation or administrative proceedings being commenced against DHCS, its directors, officers and/or employees based upon claimed violation of HIPAA, which involve inactions or actions by the Business Associate.

**23.4 No Third-Party Beneficiaries.** Nothing in this Agreement is intended to or shall confer, upon any third person any rights or remedies whatsoever.

**23.5 Interpretation.** The terms and conditions in this Agreement shall be interpreted as broadly as necessary to implement and comply with HIPAA and other applicable laws.

**23.6 No Waiver of Obligations.** No change, waiver or discharge of any liability or obligation hereunder on any one or more occasions shall be deemed a waiver of performance of any continuing or other obligation, or shall prohibit enforcement of any obligation, on any other occasion.

User Initial:  Authorized signer initials

**ATTACHMENT E – PART III**

**DEPARTMENT OF HEALTH CARE SERVICES**

**ADDITIONAL CUSTODIANS OF THE FILES**

In order to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal system of records and to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law, DHCS and [LEA] Sacramento City Unified School District and [Contractor] SEIS Billing/San Joaquin County Office (Users), entered into a Data Use Agreement. This Attachment to the Data Use Agreement identifies **additional Custodians of the Files**. All other terms and conditions of the Data Use Agreement remain the same.

The parties mutually agree that the following named individuals are designated as “Custodians of the Files” on behalf of the User(s) and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security arrangements as specified in the Data Use Agreement to prevent unauthorized use or disclosure. The Custodians, hereby acknowledges their appointment as Custodian of the aforesaid file(s) on behalf of the User(s), and agree in a representative capacity to comply with all of the provisions of the Data Use Agreement on behalf of the User(s). The User(s) agree to notify DHCS within fifteen (15) days of any change to the custodianship.

Jessica Sulli

---

(Name of Custodian of Files – Typed or Printed)

Medi-Cal Reimbursement Program Specialist

---

(LEA Title/Component)

Sacramento City Unified School District      1255484606

---

(LEA Name)      (National Provider Identifier)

5735 47th Avenue

---

(LEA Address)

Sacramento, CA 95824

---

(City/State/ZIP Code)

916-643-2543      jessica-sulli@scusd.edu

---

(Phone Number)      (E-Mail Address)

**Jessica Sulli** Digitally signed by Jessica Sulli  
Date: 2024.10.14 08:34:18  
-07'00'

---

(Signature)

(Date)

User Initial: 

Identify additional Custodians using this page. Print additional pages if needed, and indicate page numbers on the bottom.

---

**(Name of Custodian of Files – Typed or Printed)**

---

(Title/Component)

---

(Company/Organization)

---

(Address)

---

(City/State/ZIP Code)

---

(Phone Number) (E-Mail Address)

---

(Signature) (Date)

---

**(Name of Custodian of Files – Typed or Printed)**

---

(Title/Component)

---

(Company/Organization)

---

(Address)

---

(City/State/ZIP Code)

---

(Phone Number) (E-Mail Address)

---

(Signature) (Date)

User Initial: 

# AGREEMENT FOR SERVICES

Between

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

And

**Gang Awareness and Prevention (GAP)**

The Sacramento City Unified School District (“District” or “SCUSD”) and “Gang Awareness & Prevention” (GAP) (“Contractor”) collectively hereinafter referred to as “the Parties” and individually hereinafter referred to as “the Party” hereby enter into this Agreement for program services (“Agreement”) effective on October 16, 2024 (“Effective Date”) for the school year 2024-2025, with respect to the following recitals:

## RECITALS

WHEREAS, the District, Office of Safe Schools, desires for said Contractor to work collaboratively with Safe Schools staff and site administrators in an effort to provide intervention and prevention support for students who have been identified as volatile and / or have a high tendency to become involved in safety related behavior’s such as gang behavior, threats, intimidation and violence. Contractor will not provide services one on one, be alone with students outside the presence of safe schools staff and or school site administrators, related to this contract. The Contractor will provide services in open areas, quad area and front office lobby, always in the presence of district staff and site administration. The Contractor will engage youth in a supportive capacity, aimed at enhancing staff and student safety through education, prevention / intervention. Contractor will provide referrals and resources to students and the families who would benefit from extended supportive resources.

WHEREAS, the ultimate goals of the Agreement are to: (1) Provide a layer of community engagement and build relationships with students and families identified by district staff, associated with a specific incidents, in an effort to provide intervention, prevention and overall safety support. (2) Be present in an effort to encourage and provide the tools for students to self-regulate and de-escalate emotionally in an effort to avert crisis and / or violence. (3) To provide community-based resources and recommend appropriate community support. (4) To identify, address and mediate student related conflict in an effort to circumvent punitive sanctions (suspension and expulsion) resulting from threats, fighting and violence.

NOW THEREFORE, THE PARTIES AGREE AS FOLLOWS:

### A. Roles and Responsibilities.

- i. Contractor will work with the Office of Safe Schools in the implementation and strategic service delivery to address risk factors that lead to gang activity and violence. (It is noted that the role of “GAP” is such that there are no one on one services or group settings without the presence of district staff) There will be District Certificated supervision at all times during services provided on campus.
- ii. District shall provide in kind contribution to the project, access to meeting space to be used for case management and evidence – based intervention programming at select high schools and middle schools within the Sacramento City Unified School District. This space is valued at thirty four thousand dollars per year. District shall provide administrative oversight, coordination and logistics for a strategic approach to student / community engagement. District shall provide and coordinate space and location of all trainings, events and engagement forums. District shall coordinate the convening of all stakeholders to facilitate planning, evaluation and modifications.

B. Payment.

Fee Rate: No cost or financial agreement

C. Independent Contractor. While engaged in providing the services in this Agreement, and otherwise performing as set forth in this Agreement, Contractor and each of Contractor employees, is an independent contractor, and not an officer, employee, agent, partner, or joint venturer of the District.

D. Insurance Requirements. Prior to commencement of services and during the life of this Agreement, Contractor shall provide the District with a copy of its certificates of insurance evidencing its comprehensive **general liability** insurance, employment practices liability insurance, and directors and officers coverages in sums of not less than **\$2,000,000** per occurrence. Contractor will also provide a written endorsement to such policies-naming District as an additional insured and such endorsement shall also state, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory." If insurance is not kept in force during the entire term of the Agreement, District may procure the necessary insurance and pay the premium therefore, and the premium shall be paid by the Contractor to the District.

**Workers' Compensation and Employers' Liability**

- Vendor shall maintain Workers' Compensation Insurance with Statutory Limits, and Employer's Liability Insurance with limit of no less than **\$1,000,000** per accident for bodily injury or disease.

**Sexual Abuse and Molestation Insurance**

- Sexual Abuse and Molestation Insurance is required with limits not less than three million dollars (**\$2,000,000**) per occurrence. This insurance shall cover potential claims of sexual abuse or molestation.
- The Sexual Abuse and Molestation coverage must either be included under a General Liability policy or obtained in a separate policy. Any policy inception date, continuity date, or retroactive date must be before the effective date of this agreement, and Contractor agrees to maintain continuous coverage through a period no less than three years after completion of the services required by this agreement.

E. Fingerprinting Requirements. Contractor agrees that any employee it assigns to provide services directly to, or have any contact with, pupil(s) of the District, shall be subject to the fingerprinting/background and TB requirements set forth in the California Education Code. Any employee that Contractor assigns to provide services directly to, or have any contact with, pupil(s) of the District shall have undergone the background check required in §45125(b)&(c), including response by DOJ, before any service or contact with pupil(s) of the District is allowed.

Pursuant to Education Code §45125.1, Contractor shall provide a complete list to the District of all employees cleared by the DOJ who will provide services under this Agreement (or MOU) and shall certify in writing to the District that Contractor has no information that any of its employees who are required to have their fingerprints submitted to the Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a "violent or serious felony" as defined in §45122.1 or that they have been advised of any such arrest by the DOJ.

Contractor shall continuously monitor through DOJ, and obtain subsequent arrest notification from DOJ, regarding any individual whose fingerprints were submitted pursuant to §45125.1 and who is or will be providing service directly to, or has contact with, pupil(s) of the District. Upon receipt of a subsequent arrest notification from DOJ, Contractor shall, within 24 hours, notify the District of such arrest notification and prohibit the



employee from having any further contact with any pupil(s) of the District until such time as the employee's arrest has been determined to not involve a "violent or serious felony" as defined in §45122.1 or the notification has been withdrawn by DOJ. If an employee is disqualified from working for the District pursuant to the requirements of the California Education Code, even if only temporarily, Contractor agrees to provide a replacement employee within 15 days of receiving notification that the previous employee has been disqualified.

Contractor further agrees and certifies that any employee providing services directly to any pupil(s) of the District whether qualifying as a Mandated Reporter as defined by California Penal Code §11165.7(a), or not, shall be provided annual training on child abuse and mandated reporting of child abuse or neglect utilizing an evidence-based training method which includes training on how to recognize conduct of adults which may trigger reasonable suspicion of abuse of children, i.e., "red-flag" or "grooming" behaviors. Failure to adhere to the terms of this provision is grounds for termination of the Agreement (or MOU).

F. Confidential Records and Data. Each Party shall not disclose confidential records received from the other Party, including student records pursuant to FERPA, 20 U.S.C. § 1232g, *et seq.*, and California Education Code Section 49060, *et seq.* Contractor shall maintain the confidentiality of student or pupil records and shall not disclose such records to any third parties without the express written approval of the District. In the event a Party receives a request for disclosure of such confidential records, whether under the California Public Records Act, a duly-issued subpoena, or otherwise, said Party shall tender the request to the other Party who shall be responsible for addressing said request, including the defense of its claim of confidentiality. The Party asserting its claim of confidentiality shall hold harmless and defend the Party receiving such request from any liability, claim, loss, cost, attorney's fees and damages, as adjudged by a court of competent jurisdiction, arising out of a refusal to disclose such confidential records.

G. Period of Agreement. The term of this Agreement shall be from October 16, 2024 through June 30, 2025. This Agreement may be terminated by the District with or without cause, by providing at least ten (10) days written notice.

The District may terminate this Contract with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by Contractor; (b) any act by Contractor exposing the District to liability to others for personal injury or property damage; or (c) Contractor is adjudged as bankrupt; Contractor makes a general assignment for the benefit of creditors, or a receiver is appointed on account of the Contractor's insolvency.

Ten (10) calendar days after service of such notice, the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, or this Agreement shall cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to the District. Written notice by the District shall be deemed given when received by the other party or no later than three days after the day of mailing, whichever is sooner.

H. Indemnity. The Parties understand and agree that certain rights and obligations are governed by California Education Code section 38134(i), which states:

Any school district authorizing the use of school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of the district in the ownership and maintenance of those facilities or grounds. Any group using school facilities or grounds under subdivision (a) shall be liable for any injuries resulting from the negligence of that group during the use of those facilities or grounds. The district and the group shall each bear the costs of defending itself against claims arising from those risks. Notwithstanding any provision of law, this subdivision shall not be waived. Nothing in this subdivision shall be construed to limit or affect the immunity or liability of a school district under Division 3.6 (commencing with Section

810) of title 1 of the government Code, for injuries caused by a dangerous condition of public property.

Accordingly, Contractor agrees to indemnify and hold harmless the District and its successors, assigns, trustees, officers, employees, staff, agents and students from and against all actions, causes of action, claims and demands whatsoever, and from all costs, damages, expenses, charges, debts and liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, willful misconduct, negligence, injury or other causes of action or liability proximately caused by Contractor and/or its successors, assigns, directors, employees, officers, and agents related this Agreement. Contractor has no obligation under this Agreement to indemnify and hold harmless the District and is not liable for any actions, causes of action, claims and demands whatsoever, and for any costs, damages, expenses, charges, debts or other liabilities whatsoever (including attorney's fees) arising out of any actual or alleged act, omission, negligence, injury or other causes of action or liability proximately caused by the District and/or its successors, assigns, trustees, officers, employees, staff, agents or students. The Parties expressly agree that the indemnity obligation set forth in this Agreement shall remain in full force and effect during the term of this Agreement. The Parties further agree that said indemnity obligations shall survive the termination of this Agreement for any actual or alleged act, omission, negligence, injury or other causes of action or liability that occurred during the term of this Agreement.

I. Use of Facilities. Neither Contractor, nor its employees, agents, guests nor invitees are authorized to use any other real property or physical improvements to real property, other than the facilities covered by this Agreement. Contractor's use of the District's facilities shall not interfere with the District's ability to carry on educational activities, interfere with the District's ability to carry on recreational activities, or interfere with other potential users' authorized right to use District property. At all times, Contractor shall comply with the District's rules, regulations, and policies, copies of which are deemed to have been provided to Contractor prior to the execution of this Agreement. Contractor is responsible for ensuring that it's Directors, Officers, agents, employees, contractors, guests, invitees, and participants, as well as any other individual who may attend or view the contemplated activities at the sites, comply with these requirements. Contractor shall ensure that the District's property is not altered, modified, or changed in any manner absent the District's express prior and written consent. Failure to comply with these obligations shall, at the discretion of the District, be a basis to immediately terminate this Agreement. Contractor waives any claim against the District for damages relating to its use of the facilities, including, but not limited to, theft or destruction of the User's property.

J. Nondiscrimination. It is the policy of the District that in connection with all services performed under contract, there will be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, handicap, religious creed, sex, gender identity, sexual orientation, age or marital status. Contractor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act.

K. Severability. If any provisions of this Agreement are held to be contrary to law by final legislative act or a court of competent jurisdiction inclusive of appeals, if any, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect.

L. Applicable Law/Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of California. If any action is instituted to enforce or interpret this Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in Sacramento County, California, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

M. Assignment. This Agreement is made by and between Contractor and the District and any attempted assignment by them, their successors or assigns shall be void unless approved in writing by the Parties.

N. Entire Agreement. This Agreement constitutes the entire agreement between Contractor and the District with respect to the subject matter hereof and supersedes all previous negotiations, proposals, commitments, writings, advertisements, publications and understandings of any nature whatsoever, with respect to the same subject matter unless expressly included in this Agreement. The Parties hereby waive the presumption that any ambiguities in a contract are read against the drafter of same. The Parties further agree and represent that each of them are the drafters of every part of this Agreement.

O. Amendments. The terms of this Agreement shall not be amended in any manner except by written agreement signed by the Parties.

P. Execution In Counterparts. This Agreement may be executed in counterparts such that the signatures of the Parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.

Q. Authority. Each party represents that they have the authority to enter into this Agreement and that the undersigned are authorized to execute this Agreement.

R. Approval/Ratification by Board of Education. To the extent the Agreement exceeds an expenditure above the amount specified in Education Code section 17605, this Agreement, as to any such exceeded amount, is not enforceable and is invalid unless and until the exceeded amount is approved and/or ratified by the governing board of the Sacramento City Unified School District, as evidenced by a motion of said board duly passed and adopted.


**IN WITNESS WHEREOF**, the Parties have caused this Agreement to be executed in duplicate.

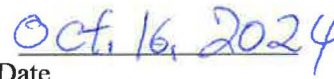
**DISTRICT:**

By: \_\_\_\_\_  
Janae Marking  
Chief Business Officer

\_\_\_\_\_  
Date

**Gang Awareness and Prevention**

By:   
Randal Broadhurst  
CEO

  
Date

## LEARNING COMMUNITIES FOR SCHOOL SUCCESS PROGRAM (LCSSP)

### 2023–24 ANNUAL PROGRESS REPORT

#### FOR COHORTS 6 & 7

### INSTRUCTIONS

Every grantee should complete an annual report. Reports should include the following information:

- 1) **LCSSP Grantee Details** – Provide background information about the grant including the lead LCSSP applicant, reporting local educational agency (LEA), cohort number, and type of grant.
- 2) **Primary LCSSP Goals** – Complete the LCSSP Goals table.
- 3) **LCSSP Activities** – Complete the LCSSP Activities table, including identifying whether LCSSP activities incorporated training/professional development and/or implementation of programs and practices, and participant counts for each LCSSP activity.
- 4) **LCSSP Narrative** – Provide a one-half to two-page narrative for each prompt.
- 5) **Annual Expenditure Report** – Complete and submit the Annual Expenditure Report. The template can be found on the [California Educators Together website](#).
- 6) **LCSSP Participating Schools** – Complete the LCSSP Participating Schools table to provide information about each school that is part of your LCSSP grant.

Please submit your completed annual report and expenditure report by Friday, October 25, 2024 at 11:59 PM to **LCSSP@cde.ca.gov AND LCSSP@wested.org**.

### SECTION 1: LCSSP Grantee Details

1. Applicant/lead LEA name: Sacramento City Unified School District
2. Applicant/lead LEA County-District-School (CDS) code (14 digits): \_\_\_\_\_
3. The annual report must be submitted by the LCSSP lead or an individual with LEA authority. Indicate who is submitting this report.

Name: Jennifer Kretschman Title: Director Student Attendance & Engagement

4. Date Submitted: 10/25/2024

5. Cohort Number:  6  7

6. Type of Grant: As approved in your LCSSP application, does the LCSSP grant serve a single LEA or a consortium of LEAs? (Check one box below)

- A. Single LEA with all schools in the LEA participating
- B. Single LEA with a limited number of schools in the LEA participating
- C. Consortium of LEAs with all schools in each member LEA participating
- D. Consortium of LEAs with a limited number of schools participating in some or all LEAs

7. (For consortia only): What districts are part of your LCSSP grant?

District Name: <u>Sacramento City Unified</u>	CDS Code (14 digits): <u>34674390000000</u>
District Name: _____	CDS Code (14 digits): _____
District Name: _____	CDS Code (14 digits): _____
District Name: _____	CDS Code (14 digits): _____
District Name: _____	CDS Code (14 digits): _____

### SECTION 2: LCSSP Goals

LCSSP grantees can work toward numerous goals under the LCSSP initiative. Please identify which of the following were your primary LCSSP goals during the 2023–24 school year.

LCSSP Goals	Check if this was a 2023–24 goal
1. Increase attendance rates	<input checked="" type="checkbox"/>
2. Reduce chronic absenteeism rates	<input checked="" type="checkbox"/>
3. Increase graduation rates	<input type="checkbox"/>
4. Decrease dropout rates	<input type="checkbox"/>
5. Reduce suspension, expulsion, and other school removal rates	<input checked="" type="checkbox"/>
6. Reduce referrals of students to law enforcement agencies	<input type="checkbox"/>
7. Reduce criminal offenses	<input type="checkbox"/>
8. Improve academic performance	<input type="checkbox"/>
9. Integrate school and community services	<input type="checkbox"/>
10. Improve school climate	<input type="checkbox"/>
11. Improve outcomes for vulnerable populations	<input type="checkbox"/>
12. Other (specify): Increase sense of safety	<input checked="" type="checkbox"/>
13. Other (specify): Increase school connectedness	<input checked="" type="checkbox"/>
14. Other (specify):	<input type="checkbox"/>

### SECTION 3: LCSSP Activities

To make progress toward LCSSP goals, grantees may engage in diverse activities (e.g., developing partnerships, implementing programs, providing professional development). In the table below in column 1, please check each activity that was carried out during the 2023–24 school year as part of your LCSSP grant.

For the activities that were part of your LCSSP grant during the 2023–24 school year (check box selected in column 1), please indicate whether that activity included training/professional development (column 2) and/or implementation of programs or practices (column 3). Additionally, please provide the number of staff (e.g., administrators, teachers, other certified or classified staff), students, and parents and families who participated in each LCSSP-supported activity in columns 4, 5, and 6. Please note that participant counts are required. *If there were no participants of a particular group (e.g., staff, students, or parents/families) in an activity, please enter "0" in the corresponding column.*

LCSSP Activities	Check if this was a 2023–24 LCSSP activity (1)	Activity Type: Provided training/professional development (2)	Activity Type: Implemented programs or practices (3)	Number of participants: staff (4)	Number of participants: students (5)	Number of participants: parents/families (6)
1. Academic interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2. Attendance improvement plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	90	94	13
3. Case management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8	54	36
4. Communities of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5. Community schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6. Coordination, referral, and linkage between services and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7. Culturally responsive practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
8. Drug and alcohol interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9. Family/parent engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	194	1200	1238
10. Gang prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
11. Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
12. Mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

<b>LCSSP Activities</b>	<b>Check if this was a 2023–24 LCSSP activity (1)</b>	<b>Activity Type: Provided training/ professional development (2)</b>	<b>Activity Type: Implemented programs or practices (3)</b>	<b>Number of participants: staff (4)</b>	<b>Number of participants: students (5)</b>	<b>Number of participants: parents/ families (6)</b>
13. Multi-Tiered Systems of Support (MTSS)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5000	38000	TBD
14. Needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
15. Partnerships with community-based organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
16. Positive Behavior Interventions and Supports (PBIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
17. Relevant staffing (increase/reallocate staff)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	13		
18. Restorative practices or restorative justice models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
19. School climate interventions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	304	2,498	1,105
20. Social emotional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
21. Trauma-informed strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
22. Tutoring/Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
23. Other: (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
24. Other: (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
25. Other: (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			



#### SECTION 4: LCSSP Program Narrative

For each prompt below provide a one-half to two-page narrative.

- A. Provide an overview of the primary LCSSP activities and the alignment to the Local Control and Accountability Plan (LCAP) during the 2023–24 academic year. This should include an overview of implementation of activities that were not assessed in *Section 3: LCSSP Activities* portion of this report (e.g., during the 2023–24 school year there were 50 home visits of students who were chronically absent).

During the 2023–24 academic year, Sacramento City Unified School District (SCUSD) successfully implemented targeted family communication tools as part of Action 3.13. This initiative was crucial in our efforts to reduce chronic absenteeism rates across the district, which is consistent with the recommendations and feedback from the LCAP Parent Advisory Committee. In collaboration with EveryDay Labs for our 6th year, we developed a strategic Tier 1 and 2 attendance messaging program that sent proactive mail and text nudges directly to families. This program was designed to engage families more effectively and support them in overcoming barriers to regular attendance. A total of 34,451 students received these communications, which included proactive nudges to 23,139 students who were identified as chronically absent or at risk of becoming so. Additionally, our system delivered 24,029 check-in surveys that helped further gauge and address the needs of our students and their families. Our partnership with EveryDay Labs also facilitated significant improvements in staff engagement and professional development. The district provided customized live staff development sessions and monthly webinars, equipping our teams with the necessary tools and knowledge to improve attendance practices effectively. The use of an attendance data platform, updated nightly, enabled staff to coordinate interventions and manage cases more efficiently, enhancing our

- B. Describe the impact of LCSSP observed thus far for administrators, teachers, other certificated or classified staff, families, students, and/or other relevant education partners.

The professional development sessions organized as part of the LCSSP at the FOCUS schools have played a critical role in reinvigorating the educational staff and aligning their efforts with the broader goals of Sacramento City Unified School District (SCUSD). These sessions, particularly those aimed at fostering a positive school climate and emphasizing the critical importance of regular attendance, have been instrumental in enhancing the educational environment across the district. At schools such as Martin Luther King Jr. , these professional development initiatives have been especially impactful. Staff members have reported feeling rejuvenated and more connected to the mission of the district, thanks to the dynamic and engaging sessions led by motivational speakers like Kevin Bracy. His sessions, which are both inspirational and informative, have successfully boosted morale and fostered a renewed sense of commitment among the staff. Kevin Bracy's approach typically involves interactive discussions that not only inspire but also provide practical strategies for teachers and administrators to implement in their daily interactions with students. His emphasis on positivity, resilience, and dedication resonates deeply with the staff, helping them to see the direct correlation between their daily efforts and the broader

- C. If you utilize school climate, parent/family engagement, or other local measures, please describe each measure. Additionally, please report data on each measure collected during the 2023–24 academic year. *Please note that CDE is collaborating with WestEd to understand progress on student-level standardized outcomes such as chronic absenteeism rates, suspension rates, and graduation rates. Thus, data on these indicators are not required as part of your APR.*

2023-24 Data Summary Report: [https://docs.google.com/document/d/1yT9MGNgunQyKXvYW3ORKQKyx9BG\\_KqommgmHhyllwA/edit?usp=sharing](https://docs.google.com/document/d/1yT9MGNgunQyKXvYW3ORKQKyx9BG_KqommgmHhyllwA/edit?usp=sharing)

For belonging and safety, the District used data collected from Student Culture/Climate Survey administered through Kelvin, a survey administered throughout the school year with instant results.

School Climate Measures: Central to these efforts was the bi-annual Student Culture/Climate Survey, which collects data on students' perceptions of their school environment, focusing on key aspects such as safety, belonging, and academic support. The purpose of this survey is to critically assess the effectiveness of the district's initiatives designed to nurture a positive school climate. 2023-24 Data: The survey revealed that there was a slight decrease in the overall sense of safety across the district, from 84% in February 2023 to 83% in April 2024. Similarly, the sense of belonging also decreased from 88% to 86%. However, there was a notable increase in the sense of belonging among American Indian or Alaska Native students, from 80% to 84%.

- D. Per the LCSSP legislation, “a local educational agency that receives LCSSP grant funding shall evaluate and report to the governing board of the school district, the county board of education, or its chartering authority, as applicable, and the department, the results of the activities it undertakes pursuant to this article.” Describe how the LCSSP program spending and student outcomes are shared and disseminated to the school community. Attach a confirmation of dissemination, i.e., Board Agenda Item, webpage link, etc.

BOARD AGENDA: [https://drive.google.com/file/d/1InHp8INy7v-s43Yerq9M4D\\_qlu4Djsds/view?usp=drive\\_link](https://drive.google.com/file/d/1InHp8INy7v-s43Yerq9M4D_qlu4Djsds/view?usp=drive_link)

BOARD MEETING: <https://www.scusd.edu/board-education-meeting/board-education-meeting-156>

BOARD MINUTES: [https://drive.google.com/file/d/11BivqUGmZ-9FwrlvuyGMQ5LEpOiZ0Xs-/view?usp=drive\\_link](https://drive.google.com/file/d/11BivqUGmZ-9FwrlvuyGMQ5LEpOiZ0Xs-/view?usp=drive_link)

care.scusd.edu: <https://youtu.be/fDkqOTIODAI>

Each year, SCUSD's use of LCSSP grant funding and the results of the activities undertaken are comprehensively evaluated and then reported to the district's governing board. This process is a critical component of our commitment to accountability and continuous improvement. For instance, on May 16, 2024, the annual LCSSP update was a key agenda item at the board meeting, where detailed discussions on program spending and student outcomes took place. During this session, the Office of Student Attendance & Engagement presented detailed reports on the initiatives such as the

- E. Please rate to what extent LCSSP-funded activities have positively impacted the school community at your grantee site(s), thus far.

- Not at all
- Small extent
- Moderate extent
- Large extent

F. Please rate to what extent LCSSP-funded activities have positively impacted the following members of your school community at your grantee site(s), thus far.

Activity	Not at all	Small extent	Moderate extent	Large extent
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other certificated or classified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

G. Please indicate if you would like your LEA highlighted as a “bright spot” in evaluation or technical assistance activities for educational partners and grantees to learn about implementing successful programmatic strategies and programs.

Yes

No

### SECTION 5: Annual Expenditure Report

Complete and submit the Annual Expenditure Report. The template can be found on the California Educators Together website.

### SECTION 6: LCSSP Participating Schools

This section will assist CDE in documenting the schools and districts that are supported by the LCSSP. Items A and B in this section are required for all LCSSP grantees. If you have questions or need assistance completing your participating schools list, please contact Stacy Miles at [LCSSP@wested.org](mailto:LCSSP@wested.org).

- A. How many schools are supported by your 2023-24 LCSSP grant? 74
- B. Please provide the district name, school name, and 14-digit County-District-School (CDS) code for each school that is part of your LCSSP grant in the table below. CDS codes can be found using the [California School Directory](#) where you can search for each school, or the [Public Schools and Districts data file](#), which includes an Excel file that can be sorted or filtered to identify schools.

Upon completion, please ensure that all schools participating in the 2023-24 LCSSP grant are included in the table. Please carefully review your participating schools list and remove or retain charter schools and pre-kindergarten schools, as applicable to your LCSSP grant. In addition, please ensure that the number of schools listed matches the number indicated in item A.

District name	School name	CDS code
Sacramento City Unified	A. M. Winn Waldorf-Inspired	34 67439 6033765
Sacramento City Unified	Abraham Lincoln Elementary	34674396099808
Sacramento City Unified	Albert Einstein Middle	34674396059273
Sacramento City Unified	Alice Birney Waldorf-Inspired	34674396034078
Sacramento City Unified	American Legion High (Continuation)	34674393430154
Sacramento City Unified	Arthur A. Benjamin Health Professions High	34674390108951
Sacramento City Unified	Bowling Green Elementary	34674396033799
Sacramento City Unified	Bret Harte Elementary	34674396033807
Sacramento City Unified	C. K. McClatchy High	34674393435419

District name	School name	CDS code
Sacramento City Unified	Caleb Greenwood Elementary	34674396033815
Sacramento City Unified	California Middle	34674396059281
Sacramento City Unified	Camellia Elementary	34674396033823
Sacramento City Unified	Capital City Independent Study	34674393430519
Sacramento City Unified	Caroline Wenzel Elementary	34674396033831
Sacramento City Unified	Cesar Chavez Intermediate	34674396119440
Sacramento City Unified	Crocker/Riverside Elementary	34674396034243
Sacramento City Unified	David Lubin Elementary	34674396033880
Sacramento City Unified	Earl Warren Elementary	34674396033906
Sacramento City Unified	Edward Kemble Elementary	34674396033914
Sacramento City Unified	Elder Creek Elementary	34674396033930
Sacramento City Unified	Ethel I. Baker Elementary	34674396033948
Sacramento City Unified	Ethel Phillips Elementary	34674396033955
Sacramento City Unified	Father Keith B. Kenny	34674396110662
Sacramento City Unified	Fern Bacon Middle	34674396059307
Sacramento City Unified	Genevieve Didion	34674396096168
Sacramento City Unified	George Washington Carver School of Arts and Science	34674390101899

District name	School name	CDS code
Sacramento City Unified	Golden Empire Elementary	34674396097083
Sacramento City Unified	H. W. Harkness Elementary	34674396033997
Sacramento City Unified	Hiram W. Johnson High	34674393434636
Sacramento City Unified	Hollywood Park Elementary	34674396034003
Sacramento City Unified	Hubert H. Bancroft Elementary	34674396034011
Sacramento City Unified	Isador Cohen Elementary	34674396034029
Sacramento City Unified	James Marshall Elementary	34674396096150
Sacramento City Unified	John Bidwell Elementary	34674396034045
Sacramento City Unified	John Cabrillo Elementary	34674396034052
Sacramento City Unified	John D. Sloat Elementary	34674396034060
Sacramento City Unified	John F. Kennedy High	34674393434768
Sacramento City Unified	John H. Still	34674396059323
Sacramento City Unified	John Morse Therapeutic Center	34674390113209
Sacramento City Unified	Leataata Floyd Elementary	34674396034037
Sacramento City Unified	Leonardo Da Vinci	34674396059315
Sacramento City Unified	Luther Burbank High	34674393431012
Sacramento City Unified	Mark Twain Elementary	34674396034136

District name	School name	CDS code
Sacramento City Unified	Martin Luther King, Jr.	34674396107239
Sacramento City Unified	Matsuyama Elementary	34674396111389
Sacramento City Unified	Miwok Middle	34674396066690
Sacramento City Unified	New Joseph Bonnheim (NJB) Community Charter	34674390131136
Sacramento City Unified	Nicholas Elementary	34674396034169
Sacramento City Unified	O. W. Erlewine Elementary	34674396034177
Sacramento City Unified	Oak Ridge Elementary	34674396034185
Sacramento City Unified	Pacific Elementary	34674396034193
Sacramento City Unified	Parkway Elementary	34674396034201
Sacramento City Unified	Phoebe A. Hearst Elementary	34674396034227
Sacramento City Unified	Pony Express Elementary	34674396034235
Sacramento City Unified	Rosa Parks Elementary	34674396059299
Sacramento City Unified	Rosemont High	34674390101972
Sacramento City Unified	Sacramento New Technology Early College High	34674390101881
Sacramento City Unified	Sam Brannan Middle	34674396059356
Sacramento City Unified	School of Engineering & Sciences	34674390114546

## **Annual Expenditure Report Instructions (AER) Learning Communities for School Success Program**

California Department of Education

Revised Oct. 2023

### **PURPOSE**

The Learning Communities for School Success Program (LCSSP) Annual Expenditure Report (AER) is the accountability document that reflects the dollar amount spent towards work plan activities.

### **REPORTING PERIODS AND DUE DATES**

Annual Expenditure Report Due: Last Friday of October each year.

### **DOCUMENT INSTRUCTIONS**

**The AER requires completion of the following worksheet tabs: 1) Contact Information; 2) Annual Expenditure Report; 3) Narrative**

**Tab 1:** Enter the following information: 1) Cohort from drop-down menu; 2) Reporting period; 3) Applicant Local Educational Agency Name (LEA); 5) County/District/School (CDS); 6) Date form completed; 7) Grant Award Amount from Grant Award Notification; 8) Program Contact Name; 9) Title; 10) Phone number; 11) Email address, and if the person completing the form is different from the program contact, complete Section 2. 12) Name of person completing this form; 13) Title; 14) Phone Number; and 15) Email address.

**Tab 2:** Enter the following information: 1) Reporting year budget (Column C); 2) Total expenses by object code for the current expenditures being reported (Column D). Cells are prepopulated with zeros; 3) Balance will auto populate; 4) Information on the applicable year Indirect Cost Rates (ICR) can be accessed on the CDE website at <https://www.cde.ca.gov/fg/ac/ic/>; 5) Complete matching funds information for the reporting year (cash expenditures or in-kind matching funds/services).

**Tab 3:** Reporting year expenditures will be populated from the Annual Expenditure section under tab 2. Under the Narrative column, enter all the expenditures and match with a detailed explanation.

### **DOCUMENT SUBMISSION**

Email signed original to the California Department of Education, [LCSSP@cde.ca.gov](mailto:LCSSP@cde.ca.gov) and [LCSSP@wested.org](mailto:LCSSP@wested.org). For questions regarding this report, email [LCSSP@cde.ca.gov](mailto:LCSSP@cde.ca.gov).



## Contact Information

### Learning Communities for School Success Program

Cohort	Cohort 7
Reporting Period	
Applicant Agency:	Sacramento City Unified School District
County/District/School Code:	34-67439-0000000
Date Completed:	October 25, 2024
Grant Award Amount:	\$1,990,270

<b>Section 1</b>	
<b>Fiscal or Program Contact Information</b>	
Name:	Jennifer Kretschman
Title:	Attendance & Engagement Director
Phone Number:	916-643-2136
Email:	<a href="mailto:Jennifer-Kretschman@scusd.edu">Jennifer-Kretschman@scusd.edu</a>
<b>Section 2</b>	
<b>Person Completing this form (if different than above)</b>	
Name:	Nai Saelee
Title:	Budget Analyst
Phone Number:	916-643-7852
Email:	<a href="mailto:Nai-L-Saelee@scusd.edu">Nai-L-Saelee@scusd.edu</a>

## Annual Expenditure Report

### Learning Communities for School Success Program

Cohort: Cohort 7  
 Reporting Period: 23-24  
 Applicant Agency: Sacramento City Unified School District  
 County/District/School Code: 34-67439-0000000  
 Grant Award Amount: \$1,990,270  
 20% Minimum Match: \$398,054

Object Code	Budget Item
1000	Certificated Personnel Salaries
2000	Classified Personnel Salaries
3000	Employee Benefits
4000	Books and Supplies
5000	Services and Other Operating Expenditures
6000	Capital Outlay
	<b>Total Direct Costs</b>
7000	Indirect Rate 3.26 %
<b>Total Budget &amp; Expenditures (to date)</b>	

LCSSP Office Approval	
Date Received	
Date Approved:	
Approved By:	

Budget for Reporting Year	Reporting Year Expenditures	Balance	20% Match
\$0.00	\$0.00	\$0.00	\$65,640.11
\$232,364.00	\$12,686.73	\$219,677.27	\$213,603.66
\$180,000.00	\$3,692.01	\$176,307.99	\$174,014.14
\$15,000.00	\$34,804.56	-\$19,804.56	\$0.00
\$214,694.00	\$480,604.00	-\$265,910.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00
<b>\$642,058.00</b>	<b>\$531,787.30</b>	<b>\$110,270.70</b>	<b>\$453,257.91</b>
\$22,600.00	\$10,287.42	\$12,312.58	\$0.00
<b>\$664,658.00</b>	<b>\$542,074.72</b>	<b>\$122,583.28</b>	<b>\$453,257.91</b>



**Learning Communities for School Success Program  
Narrative**

<b>Cohort:</b>		Cohort 7		
<b>Reporting Year:</b>		23-24		
<b>Applicant Agency:</b>		Sacramento City Unified School District		
<b>CDS Code:</b>		34-67439-0000000		
<b>Grant Award Amount:</b>		1,990,270.00		
<b>OBJECT CODE</b>	<b>BUDGET ITEM</b>	<b>Reporting Year Expenditures</b>	<b>20% Match</b>	<b>NARRATIVE (Detailed explanation of expenditures and match. Figures and explanations should equal the total spent.)</b>
1000	Certificated Personnel Salaries	\$0.00	\$65,640.11	<p>Matching:</p> <p>Director III, Strategy &amp; Innovation @ 10% \$12,078.56                      Foster Youth Coordinator @ 5% \$12,078.56                      Executive Director, Student Support Health Services @ 10% \$18,821.07                      Social workers @ 5% \$13,247.80                      Coordinator Student Support Center @ 5% \$9,414.12</p>
2000	Classified Personnel Salaries	\$12,686.73	\$213,603.66	<p>Extra per diem hours and overtime hours for clerical staff working at attendance focus school sites.</p> <p>Matching:</p> <p>Child &amp; Welfare Attendance Liaison @ 5% \$9,352.06                      Child Welfare &amp; Attendance Specialists @ 5% \$4,460.01                      Attendance &amp; Engagement Director @ 10% \$16,956.42                      Student &amp; Family Support @ 10% \$8,043.02                      Student Services Supervisor @ 10% \$8,098.05                      Student &amp; Data Systems Director @10% \$18,039.61                      Family Partnership Facilitator \$81,680.58</p>
3000	Employee Benefits	\$3,692.01	\$174,014.14	<p>Classified employee health and wellness benefits and statutory costs.</p> <p>Matching Classified:</p> <p>Child &amp; Welfare Attendance Liaison @ 5% \$9,374.10                      Child Welfare &amp; Attendance Specialists @ 5% \$3,958.41                      Attendance &amp; Engagement Director @ 10% \$7,721.03                      Student &amp; Family Support @ 10% \$3,505.43                      Student Services Supervisor @ 10% \$6,329.78                      Student &amp; Data Systems Director @10% \$10,147.84                      Family Partnership Facilitator \$49,301.14</p> <p>Matching Certificated:</p> <p>Director III, Strategy &amp; Innovation @ 10% \$6,123.28                      Foster Youth Coordinator @ 5% \$6,123.28                      Executive Director, Student Support Health Services @ 10% \$4,339.96                      Social workers @ 5% \$12,459.69                      Coordinator Student Support Center @ 5% \$4,763.71</p>
4000	Books and Supplies	\$34,804.56	\$0.00	<p>General operating supplies and materials. Student attendance incentives and attendance challenge winner prizes. Backpacks for students. CARE youth shirts for students. Incentive glow party supplies and refreshments for students and family of focus school sites with good attendance. Good attendance campaign t-shirts and tote bags. Attendance and Engagement team promotional shirts and jackets for staff at community events. Computers and laptops for Attendance and Engagement staff.</p>

OBJECT CODE	BUDGET ITEM	Reporting Year Expenditures	20% Match	NARRATIVE (Detailed explanation of expenditures and match. Figures and explanations should equal the total spent.)
5000	Services and Other Operating Expenditures	\$480,604.00	\$0.00	Reach One contract Everyday Pro service agreement Everyday Pro Labs contract renewal LPC Attendance Toolkit Movie theater ads for attendance awareness month Attendance awareness commercials Be Here branding and website School sites Chant Rally Food trucks, Chandos Tacos, Kona Ice, contracted entertainers for community events. Refreshments at training sessions and attendance meetings. Registration fees for conferences and workshops. Travel reimbursements and mileage reimbursements.
6000	Capital Outlay	\$0.00	\$0.00	
	<b>TOTAL DIRECT COSTS:</b>	<b>\$531,787.30</b>	<b>\$453,257.91</b>	
7000	Indirect Rate 3.26 %	\$10,287.42	\$0.00	Indirect cost @ 3.26%
	<b>TOTAL:</b>	<b>\$542,074.72</b>	<b>\$453,257.91</b>	

**Name and Signature of Superintendent or Authorized Designee**

Printed Name and Title (if Designee)	Janea Marking, Chief Business and Operations Officer
Signature:	<i>Janea Marking</i> 11/01/2024

D2972921889C416

Email form to: [LCSSP@cde.ca.gov](mailto:LCSSP@cde.ca.gov)

<b>FOR CDE USE ONLY</b>
<b>Approved:</b>
<b>Date:</b>

California Department of Education  
 School Data Directory Export  
 Educational Data Management Division  
 October 25, 2024

Record Type	CDS Code	School	Status
School	34674396033765	A. M. Winn Waldorf-Inspired	Active
School	34674396099808	Abraham Lincoln Elementary	Active
School	34674396059273	Albert Einstein Middle	Active
School	34674396034078	Alice Birney Waldorf-Inspired	Active
School	34674393430154	American Legion High (Continuation)	Active
School	34674390108951	Arthur A. Benjamin Health Professions High	Active
School	34674396033799	Bowling Green Elementary	Active
School	34674396033807	Bret Harte Elementary	Active
School	34674393435419	C. K. McClatchy High	Active
School	34674396033815	Caleb Greenwood Elementary	Active
School	34674396059281	California Middle	Active
School	34674396033823	Camellia Elementary	Active
School	34674393430519	Capital City Independent Study	Active
School	34674396033831	Caroline Wenzel Elementary	Active
School	34674396119440	Cesar Chavez Intermediate	Active
School	34674396034243	Crocker/Riverside Elementary	Active
School	34674396033880	David Lubin Elementary	Active
School	34674396033906	Earl Warren Elementary	Active
School	34674396033914	Edward Kemble Elementary	Active
School	34674396033930	Elder Creek Elementary	Active
School	34674396033948	Ethel I. Baker Elementary	Active
School	34674396033955	Ethel Phillips Elementary	Active
School	34674396110662	Father Keith B. Kenny	Active
School	34674396059307	Fern Bacon Middle	Active
School	34674396096168	Genevieve Didion	Active
School	34674390101899	George Washington Carver School of Arts and Science	Active
School	34674396097083	Golden Empire Elementary	Active
School	34674396033997	H. W. Harkness Elementary	Active
School	34674393434636	Hiram W. Johnson High	Active
School	34674396034003	Hollywood Park Elementary	Active
School	34674396034011	Hubert H. Bancroft Elementary	Active
School	34674396034029	Isador Cohen Elementary	Active
School	34674396096150	James Marshall Elementary	Active
School	34674396034045	John Bidwell Elementary	Active
School	34674396034052	John Cabrillo Elementary	Active
School	34674396034060	John D. Sloat Elementary	Active
School	34674393434768	John F. Kennedy High	Active
School	34674396059323	John H. Still	Active
School	34674390113209	John Morse Therapeutic Center	Active
School	34674396034037	Leataata Floyd Elementary	Active
School	34674396059315	Leonardo Da Vinci	Active

Record Type	CDS Code	School	Status
School	34674393431012	Luther Burbank High	Active
School	34674396034136	Mark Twain Elementary	Active
School	34674396107239	Martin Luther King, Jr.	Active
School	34674396111389	Matsuyama Elementary	Active
School	34674396066690	Miwok Middle	Active
School	34674390131136	New Joseph Bonnheim (NJB) Community Charter	Active
School	34674396034169	Nicholas Elementary	Active
School	34674396034177	O. W. Erlewine Elementary	Active
School	34674396034185	Oak Ridge Elementary	Active
School	34674396034193	Pacific Elementary	Active
School	34674396034201	Parkway Elementary	Active
School	34674396034227	Phoebe A. Hearst Elementary	Active
School	34674396034235	Pony Express Elementary	Active
School	34674396059299	Rosa Parks Elementary	Active
School	34674390101972	Rosemont High	Active
School	34674390102038	Sacramento Charter High	Active
School	34674390101881	Sacramento New Technology Early College High	Active
School	34674396059356	Sam Brannan Middle	Active
School	34674390114546	School of Engineering & Sciences	Active
School	34674396034250	Sequoia Elementary	Active
School	34674396117097	Success Academy	Active
School	34674396071336	Susan B. Anthony Elementary	Active
School	34674396034276	Sutterville Elementary	Active
School	34674396034219	Suy:u Elementary	Active
School	34674396034284	Tahoe Elementary	Active
School	34674390101907	The MET	Active
School	34674396034292	Theodore Judah Elementary	Active
School	34674396061832	Umoja International Academy	Active
School	34674390133777	Washington Elementary	Active
School	34674393430865	West Campus	Active
School	34674396059364	Will C. Wood Middle	Active
School	34674396034326	William Land Elementary	Active
School	34674396034334	Woodbine Elementary	Active
<b>Total Records =</b>		<b>74</b>	



California Department of Education  
 Special Education Division  
 2024 WorkAbility I RFA Grant

## Form B

### Application Face Page

Required Information	Response
<b>Local Educational Agency Applicant Name</b>	Sacramento City Unified School District WorkAbility Program
<b>Program Office</b>	5735 47th Avenue Box 750, Sacramento, CA 995824
<b>Award Amount Requested</b>	\$54,510
<b>Student Enrollment Count (placed)</b>	24
<b>Student Enrollment Count (served)</b>	158
<b>Authorized Agent (Name and Title)</b>	Lisa Allen/Superintendent
<b>LEA Contact (Name and Title)</b>	Brett Fontenot/Vocational Specialist
<b>LEA Contact Email</b>	Brett-Fontenot@scusd.edu
<b>LEA Contact Telephone</b>	(916) 643-9159
<b>LEA Mailing Address</b>	5735 47th Avenue Box 750
<b>LEA City</b>	Sacramento
<b>LEA Zip Code</b>	95824

#### Program Assurances

By responding to the items below by checking the appropriate response, the applicant agency makes the following assurances:

- Yes     No    The applicant agency is a California public school district, county office of education, state special school or charter school. [*Education Code* Section 56471(d)]
  
- Yes     No    The applicant agency shall collaborate and leverage resources to provide a full array of student resources with minimum administrative costs. [*Education Code* Section 56471(e)]
  
- Yes     No    The applicant is confirming to abide by the General Assurances available on the CDE.Funding Forms web page at:  
<https://www.cde.ca.gov/fq/fo/fm/ff.asp>.

2024 WorkAbility I RFA Grant  
Form B: Application Face Page

**Program Summary**

(250 words or less)

This form won't let me type 250 words so I have attached the Program Summary in a separate document.

**Print Name and Title of Authorized Agent (Superintendent):**

Lisa Allen/Superintendent

**Signature of Authorized Agent (Superintendent):**

DocuSigned by:  
*Lisa Allen*

2DA745FB73CF426...

**Date Signed:**

11/01/2024

## Form B 250 Word Program Description

The SCUSD WorkAbility Program provides employment based transition services to a diverse student population in the Sacramento area. These services are delivered through workshops and individual counseling. Individual counseling is completed with each 12<sup>th</sup> grade student to make sure they are on track for their post-secondary goals. The workshops are presented to 9-12<sup>th</sup> grade students on a variety of transition topics such as Resumes, Interview Skills, Master Applications, Work Ethics, Age of Majority/Self Advocacy, and Career Exploration. The SCUSD WorkAbility program provides a bulk of these services to 11<sup>th</sup> and 12<sup>th</sup> grade students and provides minimal services to 9<sup>th</sup> and 10<sup>th</sup> grade students. This is due to a lack of resources, so we try to focus on the last two years in high school. WorkAbility also provides 2 sessions of subsidized work experience in the Fall and Spring. Students are placed in the community at training sites in compliance with the AB130 fingerprinting law. Upon completion of the work experience program, the training sites fill out an evaluation of the students' work performance. For staffing, we employ full time staff at each of the 5 comprehensive high schools and one staff to serve the 9 charter/alternative high schools. We also provide community integrated pre-employment training to all of the transition-age students through workshops and individual sessions. The SCUSD WorkAbility 1 program also collaborates with the DOR TPP Program and the DOR Student Services Program to provide the most benefit to the transition age students in high school.

## Section B: SCUSD WorkAbility Program Design

### B.1 Recruitment:

Recruitment is an important part of the SCUSD WAI program. First, at the beginning of the year a letter is mailed to the parents of special education high school students. The letter provides a description of Workability, the transition services offered, and how students can participate in transition activities. In addition, the letter directs parents to the SCUSD WorkAbility Website, which provides further information and contact details

<https://sites.google.com/scusd.edu/workability/home>.

Next, Workability staff are assigned to each high school where they invite parents, students and case managers to a Google Classroom tailored to their school program. In this Google Classroom, there are transition resources such as Work Experience applications/DOR applications, resume writing lessons, assessments and other activities. Furthermore, since it is SCUSD district policy to have a Transition Plan written into the IEP by the students' 16<sup>th</sup> birthday, Workability staff make sure to share information about the students they work with and the transition skills students have learned and/or are lacking. This provides case managers with data to build a quality Individual Transition Plan for the student. The Sacramento City Unified School District assist further, with recruiting, by hiring Employment Coaches and Transition Assistants for the WAI program with "recruitment of students and families" clearly listed under the job duties, so it is part of the district policies and procedures. Finally, the SCUSD WAI program continues to use their Job Developer for community outreach and market the program to outside agencies and employers. The Job Developer achieves this through a range of activities such as, in person meetings, emails, phone calls and Zoom meetings. The WAI program recruit

these employers and agencies by providing the Job Developer as a point of contact who is easily accessible to answer questions and/or concerns. The Job Developer continues to serve as a point of contact for parents/students in Work Experience. The goal is, for all stakeholders to have a clear understanding of the program, and participation in the SCUSD WAI program is a partnership promoting collaboration. Participation of employers can range from, providing their site as a training site for subsidized student employment, unpaid internship opportunities, job shadowing, and site tours.

### **B.2 Assessment:**

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The SCUSD WAI program uses a variety of different assessments. Some of these are hard copy consumable assessments and others are online. Some of the hard copy assessments include “Careers for Me Plus” (<https://careerkids.com/products/careers-for-me-plus-interest-inventory-for-grades-6-9-pack-of-25>); “Careers for Me SN” (<https://careerkids.com/collections/careers-for-me/products/careers-for-me-sn-for-lower-functioning-special-needs-students-pack-of-25>) and “Transition to Work Inventory” (<https://www.clsr.ca/product/transition-to-work-inventory-3rd-edition-twi/>). The websites above show what each assessment includes and how to administer it. Some of the most common online assessments the SCUSD WAI program uses are the Onet Interest Profiler (<https://www.mynextmove.org/explore/ip>) and budgeting assessments that can be found at California Career Zone (<https://www.cacareerzone.org/>). In the past, SCUSD WAI has used assessments in Virtual Job Shadow but due to funding, the program can no longer afford the subscription fee. The WAI program plans to meet with seniors individually and administer an informal transition interview to determine the students’ post-secondary goals, if they are making the progress on achieving those goals, and what the student needs, as far as documents and ID’s in order to be ready to transition out of high school. In previous years, this

informal transition interview was given to all students who were over 15 years old, but the SCUSD WAI program has decided to use resources differently and only give this assessment to seniors. Another assessment SCUSD WAI provides, when requested, is the Brigance Transition Skills Inventory. This is a formal assessment used for students with more significant disabilities such as student with Intellectual Disabilities. The SCUSD WAI program continues to share information from these assessments with the case managers to assist in transition planning. The information is also shared with SCUSD WAI staff to determine which activities the student can benefit from most. Evidence of these assessments being shared can be found in emails to case managers, copies of consumable assessments and saved files in WAI staff Google drives.

### **B.3 Counseling:**

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The SCUSD WAI program assigns a staff member to each high school in the district. These WAI staff collaborate with students, families, case managers, school staff, and community stakeholders to provide a variety of supports such as: individual/group vocational/transition counseling, on campus work experience, off campus work experience, community based volunteering, post-secondary workshops, and guide students to programs that will progress their post-secondary goals. The SCUSD WAI program plans to use individual counseling for seniors and shift towards a workshop model to provide transition services to all other grades. One of the Workshops will focus on self-advocacy topics, which will include, how to talk to your employer about your disability, what people in the workplace should know about your disability, how to talk to your college professor about your disability, and how private should you be about your disability. With this shift, focused on workshops, the SCUSD WAI program will use resources more efficiently to provide transition skill to more students. Although the SCUSD WAI program is moving towards group counseling for 9<sup>th</sup> – 11<sup>th</sup> grades, there will be exceptions for students,

parents or case managers who request Workability one on one assistance. Finally, the SCUSD WAI program is on the advisory counsel for the Career Technical Education (CTE) program. SCUSD WAI provides advice and strategies to the CTE on how to involve students with disabilities in their training programs and best practices for working with student with disabilities. Furthermore, the SCUSD WAI program also attends monthly secondary school counselors meetings where WAI presents an overview about Workability and services that are available to students with disabilities.

#### **B.4 Pre-Employment Skills Training:**

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SCUSD Workability will provide pre-employment training for high school students with a disability. Pre-employment training will be delivered through a variety of methods such as, individually, small group workshops, classroom lessons, and guest speakers. The workshops being offered this year pertaining to pre-employment skills will be: resume writing, interview skills/practice, and work ethics. SCUSD WAI will also provide teachers with resources via Google Classroom and CaCareerZone.org to help with lessons on transition/pre-employment skills. The WAI staff on campus is available to help teachers who want to incorporate transition skills into their lessons. SCUSD WAI plans to expand the amount of pre-employment workshops provided, to bolster these skills, along with networking with outside agencies such Americas Job Centers and College Technical Education. When a student participates in a WAI pre-employment workshop, the information will be shared with the case manager to be discussed at the student's IEP with the parents. In addition, students will be informed of job fairs and transition fairs by WorkAbility staff through the Google Classroom and flyers emailed to case managers. SCUSD WAI provides assistance applying to these programs that offer pre-employment services such as STEPS, DOR Student Services and volunteer opportunities.

SCUSD WAI plans to search and gather more guest speakers who can provide pre-employment advice and guidance. The kind of speakers WAI is looking for are people with interesting careers, managers who hire employees, and people who have disabilities and are successful in the workplace. Unfortunately, due to funding, it is not likely that SCUSD WAI will be able to take students on field trips. However, if funding is available, SCUSD WAI would like to hold an in-person transition fair at the district office, where local businesses, community organizations, employers, and vocational programs can be involved in providing pre-employment advice to students. Students from all the SCUSD high schools would come to this transition fair as a field trip on buses. The DOR Transition Partnership Program also provides pre-employment training to students. SCUSD WAI will promote this program and assists students to apply to it.

#### **B.5 Vocational Training:**

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The Sacramento City Unified School District offers CTE vocational training classes such as auto mechanics and culinary. These programs provide students with valuable, real life education, focused on careers students can pursue. SCUSD WAI will attend CTE advisory meetings to give suggestions and resources for students with disabilities and ways they can be included in CTE programs. In the summer, the CTE has their “Summer Career Launchpad” which includes special education students. SCUSD WAI will provide CTE with a suggested outlines and advice on how to organize such a program. SCUSD WAI plans to continue to collaborate and strengthen this partnership throughout the year. SCUSD WAI plans to organize a summer, fall and spring Work Experience Program where students are placed at a work site. These students will work 60 hours and provided job training and real life work experience they can put on their resume. SCUSD WAI will try to place students at job sites related to their post-secondary goals. At the end of the Work Experience Program, the students’ supervisors will fill out an evaluation form



about the students' performance. This will allow SCUSD WAI to find out what vocational skills the students are excelling at and what vocational skills they are lacking. This information will be shared with case managers to help with transition planning and to parents at the IEP. If there are more students who are requesting work experience than SCUSD WAI has funding for, the Workability staff will refer/help those students apply to other vocational training programs such as STEPS, the DOR TPP program, the DOR Student Services Program, and other community work experience programs.

### **B.6 Student Wages for Subsidized Employment:**

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The Sacramento City Unified School district continues to have policies and procedures to ensure the safety of students who will be placed in subsidized employment. Any student under WAI and TPP are insured under the SCUSD Workers Compensation Policy. These students are considered student employees of the Sacramento City Unified School District and are paid minimum wage. The work sites where students will be placed are considered training sites. These sites will sign a "Training Site Agreement" which outlines the expectations of both the Training Site and Work Experience student. A WAI staff will monitor each Work Experience student and can be contacted by the student with questions or concerns. They will advise the Work Experience students on how to handle situations at work and will also focus on prompting students to take part in self-advocacy. This staff member will also serve as the point of contact for the Training Site in case any issues arise. The staff will offer advice and solutions to the Training Site about working with students with disabilities and, when needed, collaborate with the Training Site about a work plan (such as a routine/schedule of duties). As part of their duties, the WAI staff will document progress and any difficulties the student encounters. This information will be shared with the case manager and used to build the student's Transition Plan. Information about

the Training Site's evaluation of the student's performance will be shared with the case manager as well, to aid in transition planning. The ultimate goal is to have Work Experience Students hired by the Training Site

### **B.7 Placement in Unsubsidized Employment:**

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SCUSD WAI will have its main goal be, to have students find permanent, unsubsidized, Competitive Integrated Employment. SCUSD WAI and the DOR Transition Partnership Program will use their relationships with community employers to find out when they are hiring. These job leads will be posted on a Google Classroom, job boards and communicated to students individually. Another way WAI and TPP will promote students obtaining unsubsidized employment is to provide services to help students independently job search. WAI and TPP will conduct workshops and individual sessions with students on completing master applications, writing resumes (general and targeted, depending on the needs of the students), and preparing for interviews (ie. Moc interviews, what to wear to an interview, and what to say at an interview). If a student has a specific job that they are focused on obtaining, WAI and TPP will provide assistance with more targeted services such as a resume specifically designed for that position, interview questions that are targeted for that job position and online research to make sure the student is knowledgeable about the products/services the employer provides. The SCUSD WAI program and the DOR Transition Partnership Program will also promote job fairs and career fairs to students by emailing flyers to case managers and students, posting them on Google Classroom, and providing them to students during 1-1 meetings.

### **B.8 Follow-Up Inquiries**

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SCUSD WorkAbility will be responsible for making contact with former WorkAbility students one year after exiting special education. The WorkAbility staff will meet with the SCUSD SPED Application Specialist in the second semester. At this meeting, SCUSD WAI and SCUSD SPED will collaborate by compiling a list of former SPED students who have exited one year ago. This list will be based off the SEIS platform which has data on all SPED students in the district, including students who have exited and what date they have exited. Using the compiled list, WAI staff will attempt to contact these former students and request information about the students' current status (ie employment, education, living situation). WAI staff will attempt to contact the students using the information compiled from the SEIS platform which has addresses, phone numbers and emails, as well as a contact card that senior students fill out before they graduate. WAI staff will first attempt to contact these former students with a phone call. If that attempt is unsuccessful, then the student will be emailed. If a response isn't acquired within a week from the email, then the WAI staff will mail a letter to the student. All information that is gathered will be entered into the WAI Database and submitted with the "End of Year Package". This information will also be used by SCUSD for CALPADS reports.

### **B.9 Other Assistance with Quality Adult Lives:**

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The SCUSD WAI program will provide foundational skills and resources to students. These resources are designed to help students live productive, quality, adult lives after they graduate high school. In order to do this, the SCUSD WAI staff will attend online and in person meetings/trainings to stay up to date on services/programs that can benefit the students. Some examples of Presentations/Trainings that the SCUSD WAI staff plans to attend are: Junior College presentations in collaboration with the disability resource centers; Local Program

Agency meetings that promote sharing information about resources (both local and federal) to help students with post-secondary transition; WAI region meetings where WAI colleges can collaborate and discuss effective ways to help students transition into the real world; Job Corps Community Relations Luncheons; Guest speakers from the California Resources Services for Independent Living and America's Job Centers; and Alta Regional Center presentations. The information acquired at these meetings/trainings will be dispersed to SCUSD WAI staff, case managers, parents, and students during IEPs/meetings/conversations and will be used to create workshops/services, along with informational packets for students. Services and guest speakers SCUSD WAI plans to host are financial literacy, age of majority information, ASVAB practice tests, DMV permit practice tests, food handlers certificate trainings, and FAFSA assistance. The WAI team will be adding/updating these services annually. The services will be provided in group workshops, individual sessions, and online platforms like Google Classroom. Along with providing these essential services, SCUSD WAI will also strive to link students with outside agencies to support students in leading quality adult lives. Based on the student needs, SCUSD WAI will advise students and parents about organizations that will benefit them. Some benefits/resources these organizations provide are, transportation, interview clothes, adult work experience, vocational skills, tuition assistance, and other services that promote a quality adult life. Agencies SCUSD WAI will link students to, are (but not limited to), the DOR, Alta Regional Centers, One Stop Centers, City College DSPS, and Job Corps.

**B.10 Utilization on and Interdisciplinary Advisory Committee to Enhance Project Goals:**

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The SCUSD WAI program will make efforts to improve the program each year. A critical part of the this program's improvement will be listening to key, local, stakeholders' critiques and praises, to determine which parts of the program should be adjusted, discarded, or kept. SCUSD

WAI plans to seek advice from partners such as, the SCUSD Fiscal Team, the Community College Disability Resource Centers, Department of Rehabilitation Student Services and Transition Partnership Program, Alta Regional Center, Safe Credit Union, ASSES After School Programs, CVS, Walgreens, SCUSD College and Career Program, College Technical Education Program, Other Region 4 WorkAbility programs, and DOR Local Program Agencies. Based upon feedback from these organizations the WorkAbility program will create goals and adjust program operations for the next year. The SCUSD WAI program will begin with the goal of collaborating once a month with the high school counselors to make sure services aren't being duplicated and how WAI can assist with workshops the counselors present to the SPED population. Another beginning goal is to collaborate with the high school case managers to incorporate their knowledge and expertise about the transition needs for the SPED students. This will allow the SCUSD WAI program to create workshops that have the most benefit to the students. SCUS WAI will also grow a relationship with CTE to collaborate on how to use the resources available to provide transition services to the SPED students. Finally, SCUSD WAI will reach out to the Sacramento City College Disability Resources Center and other local agencies/organizations to discuss how SCUSD WAI can improve on directing students to resources they provide for students with disabilities after graduation.

California Department of Education  
Special Education Division  
2024 WorkAbility I Request for Application Grant  
September 2024

## Form C

### Project Work Plan

**Year 1: July 1, 2024, to June 30, 2025**

**Name of Local Educational Agency (LEA) Applicant:** Sacramento City Unified School District WorkAbility Program

**LEA Applicant Contact:** Brett Fontenot

**LEA Contact Title:** Vocational Specialist

**Phone Number:** 916-643-9159

**Email Address:** Brett-Fontenot@scusd.edu

Applicants shall complete Form C, Project Work Plan, which presents key milestones and tasks for the proposed WorkAbility I Request for Applications (WAI RFA) Grant for the first year of the project (July 1, 2024, to June 30, 2025).

The Project Work Plan shall include the following information:

- Timeline of major program activities
- Performance outcome(s) for each activity
- Person(s) responsible for ensuring that activities are completed on time and consistent with WAI RFA program design, stated goals, and objectives.

The 30-page limit requirement does not apply to Form C: Project Work Plan.

2024 WorkAbility I RFA Grant  
Form C: Project Work Plan

Please refer to the Request for Applications document for Submission Instructions.

Row	Timelines	Activities	Performance Outcomes	Responsible Persons
1.	August 1 <sup>st</sup> - August 30 <sup>th</sup> 2024	Write introduction letter to case-managers and parents and submit request for approval from admin to send through mail; Send out in mail	Parents and case-managers will be informed about the SCUSD WorkAbility program and services	Brett Fontenot
2.	September 1 <sup>st</sup> - September 30 <sup>th</sup> 2024	Create a Google Classroom for each school assigned to, with transition resources, activities, and job information.	Parents, students and case managers join the classroom to be able to access transition resources, activities and job info	Ge Vang; Lalena Rivas
3.	September 1 <sup>st</sup> - October 31 <sup>st</sup> 2024	Job Developer outreach to new/existing community partners for fall work experience placements	Obtain training sites for work experience student placements and have training site agreements signed	Suzana Ulanova
4.	September 1 <sup>st</sup> 2024 - May 30 <sup>th</sup> 2025	CTE and WAI Collaboration and advisory; WAI Networking Meetings; WAI Staff Meetings; WAI Region Meetings Junior College Advisory; Job Corps Luncheons; Relevant Professional Development	Variety of outcomes that include: Relationship building and planning with CTE; Advice from veteran WAI programs and updates on program procedures; Collaboration with DSPS college programs; Info sharing with Job Corps; Other professional learning	Brett Fontenot; Ge Vang; Lalena Rivas, Angelica Williams; Suzana Ulanova

Row	Timelines	Activities	Performance Outcomes	Responsible Persons
5.	September 1st 2024 - May 30 2025	Attend secondary high school counselor meetings/advisory	Collaborate monthly with high school counselors to present workshops for SPED students and schedule days to work together	Brett Fontenot
6.	September 1st 2024 - May 30th 2025	Attend DOR trainings, promote DOR program and collect applications for TPP	Develop professional skills working with transition age youth; Students become DOR clients and are provided with employment opportunities/skills through DOR services	Brett Fontenot; Suzana Ulanova; Ge Vang; Lalena Rivas; Angelica Williams
7.	October 1st - November 20th 2024	Guest speaker scheduling	Space at schools obtained for guest speakers and activities for financial literacy workshops	Brett Fontenot
8.	September 1st - October 31st 2024	Senior Interviews; Promote SCUSD Job/Career Fair	Interview seniors to make sure they are on track for their post-secondary goals and provide guidance; Give information to students/case managers/parents about job fairs; Documented interactions	Ge Vang; Lalena Rivas; Angelica Williams, Suzana Ulanova
9.	November 1st 2024 - May 30th 2025	Workshops: Applications; Work Ethics; DSPS FASFA; Resumes; Interview Skills; Age of Majority; Career Exploration; TPP Refera and Self Advocacy	Students gain transition skills on a variety of topics to help them become ready for the real world and lead a quality adult life; Sign in sheets are kept on file	Ge Vang; Lalena Rivas; Angelica Williams, Suzana Ulanova



Row	Timelines	Activities	Performance Outcomes	Responsible Persons
10.	December 1 <sup>st</sup> 2024 - January 30 <sup>th</sup> 2025	Department Meeting Presentations for Case Managers at Secondary Schools and Principals	Provide information to case managers and principals about WAI services; Gather input from advisory group.	Brett Fontenot
11.	October 1 <sup>st</sup> - December 20 <sup>th</sup> 2024	Fall Work Experience Management; Prepare for Spring Work Experience Placements	Observe student work; Collect timesheets; Submit payroll; Obtain work sites for Spring Placements	Suzana Ulanova
12.	January 6 <sup>th</sup> - May 30 <sup>th</sup> 2025	Spring Work Experience Prep and Management; Prepare for Summer Work Experience Placements	Spring Work Experience program runs like the fall one. Students obtain valuable work experience and a paycheck; Sites for the summer are set up	Suzana Ulanova
13.	February 1 <sup>st</sup> - April 30 <sup>th</sup> 2025	Guest Speakers	Students receive information about jobs from guest speakers, and financial literacy presentations; Sign in sheets are kept on file	Brett Fontenot and other staff to support
14.	April 1 <sup>st</sup> - May 30 <sup>th</sup> 2025	Student follow up and due date for WAI data info submitted	Contacted students provide info about their current status after they graduated; WAI staff input all students served and placed into the database	Brett Fontenot; Suzana Ulanova; Ge Vang; Lalena Rivas; Angelica Williams

<b>Row</b>	<b>Timelines</b>	<b>Activities</b>	<b>Performance Outcomes</b>	<b>Responsible Persons</b>
<b>15.</b>	April 1 <sup>st</sup> - June 12 <sup>th</sup> 2025	Grant Budget Revision; End of Year Package; Debrief staff for next year's plan; Review Advisory Partners' input for program improvement	WAI deadlines for grant paperwork are met; Plan for next year with staff; Improve program to be more efficient and effective	Brett Fontenot

## Section D Organizational Plan and Project Staffing

### Subsection D.1

The organizational structure of the Sacramento City Unified School District's WorkAbility Program consists of an Administrator of Teaching and Learning (ATL), a WorkAbility Coordinator, a Job Developer, Transition Assistants, and Employment Coaches.

#### **Division of Duties:**

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The ATL acts as the supervisor of the program. This position is tasked with approving any purchases the WorkAbility Program is requesting, providing advice on any issues that may arise during the program's operation, and dealing with disciplinary actions of the staff.

The WorkAbility Coordinator acts as the team lead, delegating duties to the WorkAbility staff, submitting purchase requests and maintaining the WorkAbility budget. The WorkAbility Coordinator is also responsible for completing grant documents by the deadline in collaboration with the SCUSD Fiscal Department, overseeing the general day to day activities of the program, and providing advice to case managers about how to develop a quality transition plan in the IEP.

The Job Developer main responsibility is organizing the work experience program. They are responsible for finding organizations/businesses interested in being a training site for the Work Experience program, organizing/overseeing the work experience program, working with the HR Department to ensure student applications are processed, working with the Payroll Department to ensure students are paid in a timely manner, and marketing the program to outside agencies/businesses.

The Transition Assistants and Employment Coaches have different titles but they perform the same duties. Each high school has a Transition Assistant or Employment Coach assigned to it. These individuals work with the students directly on transition skills in one on one meetings or workshops with multiple students. In addition, they are responsible for collecting work experience applications from the students, directing students to outside agencies for additional transition services and inputting required information into the WorkAbility database (ie student follow up data, student baseline data, and served/placed students)

**Communication and Dissemination of Information:**

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Every two weeks, the ATL and WorkAbility Coordinator meet to discuss progress of program goals, program concerns, and fiscal updates. Also, the WorkAbility Coordinator gathers questions and concerns from the WorkAbility staff to present to the ATL during these meetings. This ensures the entire program staff is on the same page and concerns are addressed accordingly.

Once a month the WorkAbility staff convenes for operational meetings. At these meetings, program concerns are addressed, progress from each school is given, and adjustments to the program are identified/implemented.

**Fiscal Oversight and Meeting Grant Deadlines:**

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The WorkAbility Coordinator meets frequently with the Fiscal Department's Budget Analyst to discuss the program budget and the WorkAbility Program's fiscal health. If the budget needs to be adjusted due to staff salaries/benefits or other reasons, the WorkAbility coordinator will collaborate with the Budget Analyst to make revisions before the deadline and submit it to the

CDE. The WorkAbility Coordinator and Budget Analyst work closely together to complete the “End of Year Package” and submit it by the deadline.

The yearly budget is created by the WorkAbility Coordinator and reviewed by the Budget Analyst before it is sent out for approval to the SCUSD Chief Business Official. After the SCUSD approvals are received, the WorkAbility Coordinator submits it to the CDE by the deadline.

The Fiscal Department is responsible for completing the final expenditure report and obtaining the signature for the Grant Award Notification. However, the WorkAbility Coordinator will send reminders to the Fiscal Department as a redundant safety practice to ensure all documents are submitted to the CDE by the deadline.

<b>Subsection D.2</b>
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Dr. Leslie Hernandez is an Administrator of Teaching and Learning for the Sacramento City Unified School District. One of her duties is to be the supervisor of the WorkAbility program. She currently spends 0.10 FTE in this roll. She is highly qualified to be in this supervisory roll by her education and experience. Dr. Hernandez earned a PHD in Special Education from the Walden University in Minneapolis, Minnesota. She also has earned many educational credentials such as Special Education Law Updates, and an Educational Specialist Credential. Her experience working with the WorkAbility population of students includes being a SPED Teacher, and a Program Specialist. Also, she has been in supervisory rolls such as being a Coordinator of Educational Services in the Suisun Unified School District as well as being an Administrator of Teaching and Learning for the Sacramento City Unified School District.

Brett Fontenot is the Vocational Specialist for the Sacramento City Unified School District and he serves as the WorkAbility Coordinator. He spends 0.6 FTE in the roll of WorkAbility Coordinator. Brett is highly qualified to be in this position by his education and work experience. He received a Bachelors Degree in Criminal Justice from the California State University of Sacramento. He also earned an Educational Specialist Credential for Mild to Moderate Disabilities. He has worked with high school students with disabilities for 19 years as an Instructional Aid in an SDC class, a Transition Assistant for the WorkAbility Program, a Job Developer for the WorkAbility Program, and as an Educational Specialist at a high school in the Sacramento City Unified School District, and currently as the WorkAbility Coordinator.

Angelica Williams is an Employment Coach for the Sacramento City Unified School District. She will spend up to 70 hours on per diem to support the WorkAbility Work Experience Program. She is highly qualified to work in this per diem position by her work experience. She currently works with high school student with disabilities who are clients of the Transition Partnership Program, funded by the Department of Rehabilitation. She has worked with individuals with disabilities for 23 years. As a Recreation Leader for Special Needs for the City of Sacramento she has worked with many individuals with a variety of disabilities. As an Instructional Aid for the Sacramento City Unified School District she worked with students who have intellectual disabilities. Finally, as an Employment Coach for the Sacramento City Unified School District she provides services to students to progress employments skills.

Suzana Ulanova is a Job Developer for the Sacramento City Unified School District. She will spend up to 70 hours on per diem to support the WorkAbilit Work Experience Program. Suzana is highly qualified in both education and work experience. She earned a Masters Degree from the University of San Francisco in Digital Media. She has relevant work experience working with

students and adults with disabilities. She was an Instructional Assistant for the San Juan Unified School District; an Internship Director in the Pleasanton Unified School District; a Community Development Specialist for Progressive Employment Concepts in Citrus Heights; an Employment Coach for the Sacramento City Unified School District and she is currently a Job Developer for the Sacramento City Unified School District.

Ge Vang is a Transition Assistant for the Sacramento City Unified School District. She will work up to 70 on per diem to support the WorkAbility Work Experience Program. Ge is highly qualified to be in this per diem position by her education and her professional experience. Ge received a BA in Liberal Arts from the California State University of Sacramento. She has also worked with students with disabilities for 14 years. As a Full Inclusion Instructional Aid she provided assistance to case managers and students with disabilities by assisting them as they learn to become independent in the community. She also works currently with high school students who have disabilities as a Transition Assistant for the Sacramento City Unified School District.

Lalena Rivas is a Transition Assistant for the Sacramento City Unified School District. She will work up to 70 hours on per diem, supporting the WorkAbility Work Experience Program. She is qualified to be in this per diem position by her experience working with student who have disabilities. She was employed by a private agency as a Para Educator for students with disabilities for 2 years. She continued to work with students with disabilities in the roll of an Instructional Aid for the Adult Transition Program in the Sacramento City Unified School District, for 5 year. She currently works as a Transition Assistant for the Sacramento City Unified School District for a little over 2 years.

## **Section E: Data Collection and Program Monitoring**

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The Sacramento City Unified School District's plan for data collection and program monitoring of the WorkAbility Program involves both digital and physical documents. The type of data that will be collected are emails, timesheets, staff notes, sign-in sheets, and employer responses.

When staff visit a work experience site to monitor the student, notes should be taken. The notes should include the students' names, the worksite that was visited and a description of the interaction with the student. Also, the notes should describe how the student is progressing, if there are any concerns and what the student is doing well or what the student needs to focus on. Also, the notes should document the employers' observations on the students' work ethic and any strategies they have used to help the student with procedures or routines. These notes will be collected from the WorkAbility staff and kept on file for the CDE to view before June 15th.

Staff also have a lot of interaction with employers through email. Using the Outlook system, emails can be organized into folders and filed. When it comes time, the WorkAbility Coordinator will request relevant emails to be forwarded so they can be compiled and sent to the CDE before June 15<sup>th</sup>.

Timesheets are physical hard copy documents that are filled out by the work experience student and collected by the WorkAbility staff. These documents are organized by date and kept in a file cabinet, readily able to be scanned into a digital copy that can be sent to the CDE before June 15<sup>th</sup>.

Employer responses are the evaluations for the work experience students that they worked with. These evaluations are data that the WorkAbility team sends to the students case manager so they have information about what the student needs for their transition plan. These documents are



kept in a physical file cabinet and can be scanned into a digital copy. These documents can be sent to the CDE before June 15<sup>th</sup>.

Finally, any workshops that WorkAbility presents will have a sign in sheet. The sign in sheet will show what students attended the workshop, what the workshop category was, and the date the workshop was held. The sign-in sheets are physical documents that are organized by date in a file cabinet and can be scanned into a digital copy to be sent to CDE before June 15<sup>th</sup>.

**Contact Information**

**WorkAbility | Request for Applications (WAI RFA) Grant**

California Department of Education (CDE)

Special Education Division

October 1, 2024

Use Column C of this worksheet to enter the requested information.

Instructions	Grantee Information	Organization Information
Enter the Fiscal Year in the following format: YYYY-YY (e.g., 2024-25) in Cell C8.	Fiscal Year:	2024-25
Enter the name of the Local Educational Agency (LEA) applying for the program in Cell C9.	LEA Name:	Sacramento City Unified School District
Enter the name of the lead contact in Cell C10.	Lead Contact:	Brett Fontenot
Enter the telephone number of the lead contact in Cell C11.	Lead Contact Phone Number:	916-643-9159
Enter the email address of the lead contact in Cell C12.	Lead Contact Email Address:	brett-fontenot@scusd.edu
Enter the fax number of the lead contact in Cell C13.	Lead Contact Fax Number:	916-399-2019
Enter in the name of the Fiscal Agent in Cell C14.	Fiscal Contact:	Steven Meadows
Enter the telephone number of the Fiscal Agent in Cell C15.	Fiscal Contact Phone Number:	916-643-9170
Enter the Fiscal Agent's email address in Cell C16.	Fiscal Contact Email Address:	steven-meadows@scusd.edu
Enter the amount awarded from the Grant Award Notification in Cell C17.	Award Amount:	\$302,895

## Budget Detail

### WorkAbility I Request for Applications Grant

California Department of Education  
Special Education Division

Fiscal Year: 2024-25

Local Educational Agency Name: Sacramento City Unified School District

Submission Date: November 8, 2024

Submit Completed Workbook To: [Workability1@cde.ca.gov](mailto:Workability1@cde.ca.gov)

Fill out this form to provide a thorough and detailed justification of each identified cost.

Select the appropriate Object Code in the drop-down menu, and expand the size of rows to capture the entire budget calculi. Each item must be placed on its own separate row.

Include how proposed costs are necessary and reasonable in terms of grant activities, benefits to participants, and grant outcomes.

Object Code/Category	Line Item Detail/Calculation	Amount
2000—Classified Salaries	(Angelica Williams) Employment Coach for work experience program. 70 hours maximum @ \$27.00 per hour: This is a per diem position that requires monitoring a caseload of work experience students. Duties include: meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case manager	\$ 1,890.00
2000—Classified Salaries	(Ge Vang) Transition Assistant for work experience program. 70 hours maximum @ \$27.00 per hour: This is a per diem position that requires monitoring a caseload of work experience students. Duties include: meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case manager	\$ 1,890.00

**Budget Detail**  
**WorkAbility I Request for Applications Grant**  
 California Department of Education  
 Special Education Division  
**Fiscal Year:** 2024-25

<p><b>2000—Classified Salaries</b></p>	<p>(Lalena Rivas) Transition Assistant work experience program. 70 hours @ \$27.00 per hour. This is a per diem position that requires monitoring a caseload of work experience students. Duties include: meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case manager</p>	<p align="right">\$ 1,890.00</p>
<p><b>2000—Classified Salaries</b></p>	<p>(Suzana Ulanova) Job Developer for work experience program. 70 hours maximum @ \$27.00 per hour. This is a per diem position that requires monitoring a caseload of work experience students. Duties include: meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case manager</p>	<p align="right">\$ 1,890.00</p>
<p><b>2000—Classified Salaries</b></p>	<p>Student Work Experience Wages: 37 students x 60 hours Per Student x \$16.50 Per Hour. Students are placed at training sites to learn how to be quality employees and gain experience they can put on a resume. Students are monitored by WAI staff to ensure safety and address any issues that arise.</p>	<p align="right">\$ 36,630.00</p>

**Budget Detail**  
**WorkAbility I Request for Applications Grant**  
 California Department of Education  
 Special Education Division  
**Fiscal Year: 2024-25**

<b>3000--Employee Benefits</b>	(Angelica Williams) Employee benefits for per diem position. Benefits include: PERS 27%, Social Security/Medical 7.65%, State Unemployment Insurance 0.05%, Worker Compensation 1.5% for a total of 36.2%. Per diem wages of \$1,890.00 @ 36.2% is used to calculate the employee benefits.	\$ 684.00
<b>3000--Employee Benefits</b>	(Ge Vang) Employee benefits for per diem position. Benefits include: PERS 27%, Social Security/Medical 7.65%, State Unemployment Insurance 0.05%, Worker Compensation 1.5% for a total of 36.2%. Per diem wages of \$1,890.00 @ 36.2% is used to calculate the employee benefits.	\$ 684.00
<b>3000--Employee Benefits</b>	(Lalena Rivas) Employee benefits for per diem position. Benefits include: PERS 27%, Social Security/Medical 7.65%, State Unemployment Insurance 0.05%, Worker Compensation 1.5% for a total of 36.2%. Per diem wages of \$1,890.00 @ 36.2% is used to calculate the employee benefits.	\$ 684.00
<b>3000--Employee Benefits</b>	(Suzana Ulanova) Employee benefits for per diem position. Benefits include: PERS 27%, Social Security/Medical 7.65%, State Unemployment Insurance 0.05%, Worker Compensation 1.5% for a total of 36.2%. Per diem wages of \$1,890.00 @ 36.2% is used to calculate the employee benefits.	\$ 684.00
<b>3000--Employee Benefits</b>	Student Work Experience Benefits include: Social Security/Medical 7.65%, State Unemployment Insurance .05% and Worker Compensation 1.5% for a total of 9.2%. Total Student Work Experience Wages of \$36,630 @ 9.2% is how these benefits are calculated	\$ 3,370.00

**Budget Detail**  
**WorkAbility I Request for Applications Grant**  
 California Department of Education  
 Special Education Division  
**Fiscal Year: 2024-25**

<b>4000—Materials and Supplies</b>	"Get a Job Kits" for students who participate in the work experience program and workshops. Each "Get a Job Kit" includes detailed information and activities for the three phases of employment: (1) Preparing for a Job Search; (2) Securing the Position; and (3) Excelling in the Workplace. Each kit costs \$16 @ 76 Kits	\$ 1,216.00
<b>5000—Services and Other Operating Costs</b>	Mileage for per diem employee (Angelica Williams) to drive to training sites and monitor work experience students. 205 Miles @ \$0.67 Per Mile	\$ 138.00
<b>5000—Services and Other Operating Costs</b>	Mileage for per diem employee (Ge Vang) to drive to training sites and monitor work experience students. 205 Miles @ \$0.67 Per Mile	\$ 137.00
<b>5000—Services and Other Operating Costs</b>	Mileage for per diem employee (Lalena Rivas) to drive to training sites and monitor work experience students. 205 Miles @ \$0.67 Per Mile	\$ 138.00
<b>5000—Services and Other Operating Costs</b>	Mileage for per diem employee (Suzana Ulanova) to drive to training sites and monitor work experience students. 205 Miles @ \$0.67 Per Mile	\$ 137.00
<b>7300—Indirect Costs</b>	Indirect Cost at 4.49% to include cost to run program: Payroll, fiscal, administration, and risk management to handle student paychecks, oversight of the program, monitoring of the WAI budget and incident reports	\$ 2,448.00
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$ -

## Budget Detail

### WorkAbility I Request for Applications Grant

California Department of Education  
Special Education Division

Fiscal Year: 2024-25

Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
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Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-

**Budget Detail**  
**WorkAbility I Request for Applications Grant**  
California Department of Education  
Special Education Division

Fiscal Year: 2024-25

Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-
Select Object Code/Category	[Enter Detail/Calculation/Breakdown]	\$	-



10/31/2024

## Budget Totals

### WorkAbility I Request for Applications Grant

California Department of Education  
 Special Education Division

**Fiscal Year:** 2024-25  
**Local Educational Agency Name:** Sacramento City Unified School District  
**Award Amount:** \$302,895  
**Submit Signed PDF To:** [Workability1@cde.ca.gov](mailto:Workability1@cde.ca.gov)

This sheet is to be edited by CDE Staff Only.

Object Code/Category	Budget Detail Totals
1000–Certificated Salaries	\$0.00
2000–Classified Salaries	\$44,190.00
3000–Employee Benefits	\$6,106.00
4000–Materials and Supplies	\$1,216.00
5000–Services and Other Operating Costs	\$550.00
5100–Sub Agreement for Service	\$0.00
5200–Participant Travel/Project Staff Travel	\$0.00
5800–Professional/Consulting Services	\$0.00
6000–Capital Outlay	\$0.00
7300–Indirect Costs	\$2,448.00
<b>Grant Budget Total</b>	<b>\$54,510.00</b>

**Authorized Agent Name and Title:** Lisa Allen/Superintendent

**Authorized Agent Signature:**

**Date Signed:**

**Section F Budget Narrative**

**2000 Classified Salaries:**

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- 1) Angelica Williams is an Employment Coach for the Sacramento City Unified School District (SCUSD). Angelica Williams will be placed on per diem to work additional hours, supporting the expanded WorkAbility Work Experience Program. She will be responsible for monitoring a caseload of 12-15 work experience students. Duties for the per diem will consist of meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case managers. The per diem will allow up to 70 hours, at a pay rate of \$27 per hour. The total amount of funds allotted for this per diem is \$1,890.00.
  
- 2) Ge Vang is a Transition Assistant for the Sacramento City Unified School District (SCUSD). She will be placed on per diem to assist with the WorkAbility Work Experience Program and take over duties of one of the retiring Job Developers. She will be responsible for monitoring a caseload of 12-15 work experience students. In addition to monitoring work experience students, Ge will serve as the team lead for the Work Experience Program. Duties for monitoring students will include meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets; and documenting student progress to share with SPED case managers. As the team lead, she will have additional duties of compiling all

collected timesheets into a master timesheet to submit to the SCUSD Payroll Department, and adjusting student placements who need to be moved to a different training site.

- 3) Lalena Rivas is a Transition Assistant for the Sacramento City Unified School District (SCUSD). Lalena will be placed on per diem to work additional hours, supporting the WorkAbility Work Experience Program. She will be responsible for monitoring a caseload of 12-15 work experience students. Duties for the per diem will consist of meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case managers. The per diem will allow up to 70 hours, at a pay rate of \$27 per hour. The total amount of funds allotted for this per diem is \$1,890.00.
  
- 4) Suzana Ulanova is a Job Developer for the Sacramento City Unified School District. Suzana will be placed on per diem to work additional hours, supporting the WorkAbility Work Experience Program. She will be responsible for monitoring a caseload of 12-15 work experience students. Duties for the per diem will consist of meeting with employers to discuss student progress; meeting with students to check on their safety at their work site; mentoring students about employer issues and/or answering questions about being a quality employee; picking up timesheets to submit to payroll; and documenting student progress to share with SPED case managers. The per diem will allow up to 70 hours, at a pay rate of \$27 per hour. The total amount of funds allotted for this per diem is \$1,890.00.

5) Student Work Experience Wages: 37 additional students added to the Spring Work Experience Program. Students will be placed at a training site to gain valuable work experience that can be put on a resume. This experience will teach students how to manage a variety of different relationship dynamics such as co-workers, supervisors, and customers. Students will learn the importance of being punctual and following procedures of the workplace, as well as appropriate dress for the workplace. Students will need to navigate a variety of challenges, with support from their WAI coaches, on how to address self-advocacy in the workplace, and overcome situations of anxiety. Students will be provided with feedback on how to improve or reinforce what they are doing correctly. The employer sometimes hires students who excel at their training site after the program ends. Thirty-seven students will work 60 hours and be paid the California minimum wage of \$16.50 per hour. A total of \$36,630.00 will be allotted for the Spring Work Experience Program for student wages.

### **3000 Employee Benefits**

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1) Angelica Williams has employee benefits paid by the Sacramento City Unified School District. The benefits are calculated on a percentage bases of the total wages earned. The total per diem wages allotted for Angelica Williams, used for this calculation, is \$1,890.00. PERS will be 27% of the \$1,890.00 equaling \$510.00. Social Security/Medical will be 7.65% of the \$1,890.00 equaling \$144.59. State Unemployment Insurance will be 0.05% of the \$1,890.00 equaling \$0.94. Worker's Compensation will be 1.5% of the \$1,890 equaling \$28.35. The total of all the above benefits, rounded to the nearest dollar amount is \$684.00.

- 2) Ge Vang has employee benefits paid by the Sacramento City Unified School District. The benefits are calculated on a percentage bases of the total wages earned. The total per diem wages allotted for Angelica Williams, used for this calculation, is \$1,890.00. PERS will be 27% of the \$\$1,890.00 equaling \$510.00. Social Security/Medical will be 7.65% of the \$1,890.00 equaling \$144.59. State Unemployment Insurance will be 0.05% of the \$1,890.00 equaling \$0.94. Worker’s Compensation will be 1.5% of the \$1,890 equaling \$28.35. The total of all the above benefits, rounded to the nearest dollar amount is \$684.00.
- 3) Lalena Rivas has employee benefits paid by the Sacramento City Unified School District. The benefits are calculated on a percentage bases of the total wages earned. The total per diem wages allotted for Angelica Williams, used for this calculation, is \$1,890.00. PERS will be 27% of the \$\$1,890.00 equaling \$510.00. Social Security/Medical will be 7.65% of the \$1,890.00 equaling \$144.59. State Unemployment Insurance will be 0.05% of the \$1,890.00 equaling \$0.94. Worker’s Compensation will be 1.5% of the \$1,890 equaling \$28.35. The total of all the above benefits, rounded to the nearest dollar amount is \$684.00.
- 4) Suzana Ulanova has employee benefits paid by the Sacramento City Unified School District. The benefits are calculated on a percentage bases of the total wages earned. The total per diem wages allotted for Angelica Williams, used for this calculation, is \$1,890.00. PERS will be 27% of the \$\$1,890.00 equaling \$510.00. Social Security/Medical will be 7.65% of the \$1,890.00 equaling \$144.59. State Unemployment Insurance will be 0.05% of the \$1,890.00 equaling \$0.94. Worker’s Compensation will

be 1.5% of the \$1,890 equaling \$28.35. The total of all the above benefits, rounded to the nearest dollar amount is \$684.00.

- 5) Students who participate in the WorkAbility Work Experience Program have benefits paid by the Sacramento City Unified School District. The benefits are calculated on a percentage basis of the total wages earned. Each student is allotted 60 hours at \$16.50 for a total of \$990.00 of earned wages, which will be the amount used in the benefits calculation. Social Security/Medical will be 7.65% of the \$990.00 equaling \$75.74. State Unemployment Insurance will be 0.05% of the \$990.00 equaling \$0.50. Workers Compensation will be 1.5% of the \$990.00 equaling \$14.85. The total sum of the benefits described above, rounded to the nearest dollar amount is \$91.09 per work experience student for benefits. The work experience program will have 37 additional participants, at \$91.09 per student, for a total of \$3,370.00 allotted for students' work experience benefits.

#### **4000 Materials and Supplies**

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- 1) "The Get a Job Kit" is a packet of materials that provides support and organization to job seekers. This packet contains tips and tools to navigate the three phases of obtaining a job (1) Preparing for your job search (2) Securing the position (3) Excelling in the workplace. These kits will be given to each student who participates in the WorkAbility Work Experience Program. Each kit costs \$15.99 and 76 kits will be ordered. The total expense of purchasing these kits will be \$1,216.00

## **5000 Services and Other Operating Costs**

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- 1) Mileage for Angelica Williams. This expense covers the costs of fuel and wear/tear on a vehicle to travel to each training site to monitor the caseload of students participating in the WorkAbility Work Experience Program. The Sacramento City Unified School District reimburses employees at a rate of \$0.67 per mile. The average amount of travel to monitor a caseload of 12-15 work experience students is approximately 205 miles. The total allotted mileage expense for Angelica is \$138.00
- 2) Mileage for Ge Vang. This expense covers the costs of fuel and wear/tear on a vehicle to travel to each training site to monitor the caseload of students participating in the WorkAbility Work Experience Program. The Sacramento City Unified School District reimburses employees at a rate of \$0.67 per mile. The average amount of travel to monitor a caseload of 12-15 work experience students is approximately 205 miles. The total allotted mileage expense for Ge is \$137.00
- 3) Mileage for Lalena Rivas. This expense covers the costs of fuel and wear/tear on a vehicle to travel to each training site to monitor the caseload of students participating in the WorkAbility Work Experience Program. The Sacramento City Unified School District reimburses employees at a rate of \$0.67 per mile. The average amount of travel to monitor a caseload of 12-15 work experience students is approximately 205 miles. The total allotted mileage expense for Lalena is \$138.00
- 4) Mileage for Suzana Ulanova. This expense covers the costs of fuel and wear/tear on a vehicle to travel to each training site to monitor the caseload of students participating in the WorkAbility Work Experience Program. The Sacramento City Unified School District reimburses employees at a rate of \$0.67 per mile. The average amount of travel

to monitor a caseload of 12-15 work experience students is approximately 205 miles. The total allotted mileage expense for Suzana is \$137.00

### **Indirect Costs**

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- 1) The indirect costs to operate the Sacramento City Unified School District's WorkAbility Program is 4.49% of the awarded amount of funds. These expenses include the administrative labor of the Payroll Department, Fiscal Department, Risk Management Department and Human Resources Department. The Payroll Department takes work experience program timesheets and issues checks to the work experience students. The Fiscal Department works with the WorkAbility Coordinator to oversee the WorkAbility budget and complete the end of year package. The Risk Management department deals with any incident reports of students who are injured on the work site and maintain the insurance needed to run the work experience program. The Human Resources department processes all the student applications for the work experience program. The award amount being requested is \$54,510 which brings the Indirect Cost amount to \$2,448.00.



## Appendix

- 1) Resumes of Staff
- 2) Optional Letters of Support

**Brett Fontenot**

**Address:** 130 Valley Oak Drive, Roseville CA 95678

**Phone:** (916) 247-2796

**Email:** [Brettfontenot@yahoo.com](mailto:Brettfontenot@yahoo.com)

## **Professional Experience**

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### **1) Sacramento City Unified School District**

#### **Vocational Specialist (2022-Present)**

As the Vocational Specialist for the Sacramento City Unified School District, I am responsible for maintaining the WorkAbility Grant and the DOR TPP Contract. I serve as team lead for the WorkAbility/TPP team, delegating duties, meeting deadlines for grant requirements and ensuring our population of students with disabilities receive transition skills related to their post-secondary goals.

### **2) Sacramento City Unified School District**

#### **Education Specialist at JFK High School (2015-2022)**

As a RSP Case manager for students with IEPs in high school, I conducted IEP meetings, taught my own SDC Math I classes and co-taught with a general education Math I teacher. I would also create Behavior Plans as well as work with parents on how to best educate their student.

### **3) Sacramento City Unified School District**

#### **WorkAbility Job Developer and Transition Assistant (2011-2015)**

As a Transition Assistant I coordinated workshops to provide transition skills to students with disabilities. As a Job Developer, I organized the Work Experience program for students with disabilities

## **Education**

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### **Fortune School of Education:**

Education Specialist Credential (06/2015)

### **California State University of Sacramento:**

Bachelors of Science in Criminal Justice (06/2011)

### **Los Rios Community Colleges**

A.A. Degree in Social Science (06/2009)

**Ge Vang**; 2270 Bennets Mill Way, Stockton, CA 95212

Phone: 209-331-9036

Email: [gelizvang@yahoo.com](mailto:gelizvang@yahoo.com)

**Professional Experience:**

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**Sacramento City Unified School District – Transition Assistant (February 2011 – Present)**

- Provided vocational and transition services to high school students with disabilities
- Maintained records and met deadlines of inputting information into a database
- Attended IEPs and worked with case managers on creating transition plans for students
- Assisted with the WorkAbility Work Experience Program by monitoring students at their work sites, meeting with employers, and collecting timesheets
- Conducted a variety of workshops with students to teach employment skills
- Met with students one on one and provided counseling on post-secondary goals

**Sacramento City Unified School District – Full Inclusion Instructional Assistant (September 2006 – February 2011)**

- Assisted recording student progress and program activities
- Assisted teachers to prepare materials for classroom lessons
- Helped students who had physical needs, as directed by the teacher
- Helped students develop positive attitudes towards attending school
- Supervised students in the cafeteria and in hallways

**Education:**

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California State University of Sacramento: Degree BA Liberal Arts, Received 08/2006

Sacramento City College: Degree AA Social Science, Received 06/2004

Edison High School: High School Diploma, Received 05/1999

**DR. LESLIE HERNANDEZ;** 10415 Cherise Way, Stockton, CA 95209

Phone: (619) 988-8015      Email: [tlvojc@gmail.com](mailto:tlvojc@gmail.com)

**PROFESSIONAL EXPERIENCE:**

---

**Sacramento Unified School District, Sacramento, CA 2020 - Present**

**Administrator of Teaching and Learning**

- Assist in the implementation of special programs, participate as an IEP team member and support schools during establishment of Individualized Education Program (IEP).
- Support teachers and administrators in processes associated with special education services.
- Support Assistant Directors, Directors and site administrators in program evaluation and analysis of efficacy.

**Fairfield - Suisun Unified School District, Fairfield, CA 2019 – 2020**

**Coordinator of Educational Services**

- Assist in the implementation of special programs, participate as an IEP team member and support schools during establishment of Individualized Education Program (IEP).
- Support teachers and administrators in processes associated with special education services.
- Support Assistant Directors, Directors and site administrators in program evaluation and analysis of efficacy.
- Plan, organize and monitor District special education programs. | Assist with appropriate student placements.

- Support sites in the identification, evaluation, and placement of students referred to special education.

- Coordinates and supports in-service and professional development.

**West Contra Costa Unified School District, San Pablo, CA 2015 - 2019**

**Program Specialist for Special Needs**

- Assist in the implementation of special programs; participate as IEP team member and support schools during establishment of Individualized Education Program (IEP).

- Plan, organize and monitor District special education programs. | Assist with appropriate student placements.

- Support sites in the identification, evaluation, and placement of students referred to special education.

**EDUCATION:**

---

**Walden University, Minneapolis, MN**

**Ph.D. in Special Education**

**California State University Dominguez Hills, Carson, CA**

**Master of Arts in Educational Administration Master of Liberal Arts in Special Education**

**Bachelor of Arts in Liberal Studies**

**Lalena Rivas, Sacramento CA**

**Phone:** (408)307-3694

**Email:** [lalenarivas2019@gmail.com](mailto:lalenarivas2019@gmail.com)

**Professional Experience:**

---

**Sacramento City Unified School District – Transition Assistant (March 2022 – Present)**

- Guided high school students with disabilities to create a post-secondary plan
- Conducted workshops and counseling sessions to provide transition skills
- Coordinated with different agencies to provide work experience for students
- Worked with case managers to help create transition plans for students

**Sacramento City Unified School District – Adult Transition Aid (November 2016 – March 2022)**

- Supported small groups of students with disabilities to help enhance community independence
- Facilitated job skills training at workshites, helping student gain employable skills
- Collected and reported data on student progress to case managers
- Provided case managers with information required for transition palnning

**Learning Solutions – Para Educator (September 2014 – November 2016)**

- Conducted home-based training, tracking progress and enhancing learning outcomes
- Assisted students with classwork, fostering a supportive and productive learning environment
- Implemented Activity Based Intervnetion, promoting skill development through structured tasks



**Education:**

---

Fashion Institute of Design and Merchandising of Los Angeles – Associates Degree June 3rd

**Suzana Ulanova**

Sacramento, CA

Phone: (916) 297-3358

Email: [suzananova717@gmail.com](mailto:suzananova717@gmail.com)

**Professional Experience:**

---

**Sacramento City Unified School District – Job Developer (January 2024 - Present)**

- Work with students on Employment Preparation Skills such as moc interviews
- Organize the Work Experience Program for WorkAbility students
- Develop relationships with community organizations/businesses
- Maintain records and submit documents for students to get paid

**Sacramento City Unified School District – Employment Coach (May 2023 - January 2024)**

- Worked with students in high school with disabilities on transition skills in a one on one setting and workshops with multiple students
- Maintained records and input them into a database
- Attended IEPs and collaborated with case managers on creating transition plans

**Progressive Employment Concepts, Citrus Heights - *Community Development***

***Specialist (Services for Adults Disabilities) (September 2018 - October 2020)***

- Helped clients to establish career goals and find employment opportunities
- Coached clients on how to be successful in the workplace.
- Provided on-the-job skills training in a variety of work settings.
- Accurately documented information and met all documentation deadlines.

**Pleasanton Unified School District, Pleasanton - *Internship Instructor* (Adult**

- Education Program for Students with Developmental Disabilities) (Feb 2017-Nov 2017)
- Coordinated an internship program at the DoubleTree by Hilton
- Reviewed applications, interviewed applicants, and selected candidates
- Provided classroom instruction and on-the-job skills training
- Worked with a school district employment specialist, hotel management, and partner employment agency to find job opportunities for interns who completed the 9-month program.

**San Juan Unified School District, Sacramento - *Instructional Assistant II***

(Transition Program for Adults with Disabilities) (November 2013 – September 2016)

- Participated in the student selection process for internship program at Kaiser
- Taught students employment skills and interview skills
- Assisted students in creating resumes and applying for jobs.
- Provided job training for students in multiple departments at Kaiser Hospital.

**Education:**

---

**University of San Francisco, Online - *M.A. Degree in TESOL/Digital Media***

**California State University, Sacramento- *B.A. Degree in Social Science/History***

**Angelica Williams** 83 Rambleoak Circle, Sacramento, CA 95831

Email: [angelicawilliams747@yahoo.com](mailto:angelicawilliams747@yahoo.com) Phone: 916.706.6704

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## **Professional Experience**

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### **Transition Partnership Program Employment Coach I Sacramento Unified School**

#### **District I 4/2010 to Present**

- Ability to establish professional relationships with high school students in special education, community and employers to develop job opportunities and promote self-sufficiency.
- Provide linkages to colleges, community based programs and resources for post-secondary counseling
- Attend TPP/DOR/Workability related meetings and conferences
- Provide individual interviews, career assessment, and evaluate abilities to determine appropriate job placements in collaboration with DOR staff
- Collaborate and coordinate with job developers, WAI staff & teachers to provide work readiness workshops, career assessments and career exploration activities.
- Assist job developer with student job placement caseload, while providing ongoing support to students and employers.
- Serve as a community liaison to disseminate information, services, goals and guidelines to students, community and employers.
- Maintain all DOR/TPP case files and records
- Provide monthly/ quarterly student progress reports to DOR along with any other required documents

**Instructional Assistant I Sacramento Unified School District I 12/ 2000 to 4/2010**

- Assisted with instruction and related activities under the direction and guidance of teachers.
- Demonstrated an understanding, patient, and receptive attitude towards students, staff and faculty.
- Followed procedures, functions, and performed clerical duties such as filing, duplicating, and maintaining routine records.
- Establish and maintain effective working relationships with others.

**Recreation Leader-Special Needs I City of Sacramento Access Leisure I 6/ 2001 to**

**Present**

- Provide safe, comfortable and inclusive recreation and social activities for teens, young & older adults with physical, developmental and/or intellectual disabilities. This includes Para-Olympic clubs and camps.

Professional Committees

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**Sacramento City Disabilities Advisory Commission- Commissioner 2<sup>nd</sup> Term**

**11/2019-Present**

Name: <u>Marissa cedeno - ASES Sequoia Elementary</u>
Date: <u>10/17/24</u>
Relation to Program (Please circle one below) Student; Parent; <u>Employer</u> ; Case Manager; Other: _____

Has SCUSD WorkAbility benefited you or somebody you know? Please explain how.

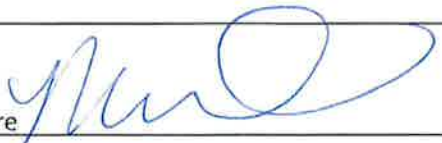
Yes - just by giving the ability for older kids to come in and help and allows our site to function for efficiency

Would you recommend others to participate in the WorkAbility program? (Why or why not)

Yes, I think it helps build community and give us a chance to mentor and give the students more skills.

In your opinion, would you consider WorkAbility beneficial for the entire community? Please explain.

Definitely - it build relationships, skills and a mentoring proden - all benefit.

Signature  Date: 10/17/24

Name: Ashley Lo - ASES Carolyn Wenzel Elementary
Date: 10/18/24
Relation to Program (Please circle one below) Student; Parent; <u>Employer</u> ; Case Manager; Other: _____

Has SCUSD WorkAbility benefited you or somebody you know? Please explain how.


Yes. Two former team leaders started out w/ WorkAbility. They applied after the program and became team leaders. Easier to get hired after participating in the program.

Would you recommend others to participate in the WorkAbility program? (Why or why not)

I have always benefited from the program. The interns have been very helpful. Definitely. It is a great service for organizations. A free service which is very helpful.

In your opinion, would you consider WorkAbility beneficial for the entire community? Please explain.

Yes it is a great service which helps students with learning disability.

Signature 

Date: 10/18/24

Name: Crystal Miles – Public Services Manager
Date: 10/17/2024
Relation to Program (Please circle one below) Student; Parent; <u>Employer</u> ; Case Manager; Other: _____

Has SCUSD WorkAbility benefited you or somebody you know? Please explain how.

SCUSD WorkAbility has helped both the library and students in our community. As the employer, we have benefitted by receiving assistance with basic tasks by students who are eager to learn and committed to completing their tasks. They also have proactive work coaches who assist when needed. This program benefits students in our community who qualify for the WorkAbility program by giving them an opportunity in a “real world” job in order to gain experience and skills to enter the workforce and participate in our community as adults.

Would you recommend others to participate in the WorkAbility program? (Why or why not)

I would recommend others participate in the WorkAbility program. The program managers and coaches are proactive and committed to the students and the employers having a positive experience. The program provides tangible experiences to students who may not have the opportunity to gain this necessary work experience elsewhere to prepare them for life after high school.

In your opinion, would you consider WorkAbility beneficial for the entire community? Please explain.

I truly believe WorkAbility is beneficial to the entire community. The general community “expectation” is that its citizens participate in making the community healthy and whole. By giving students with disabilities the opportunity to gain hands-on work experience and build confidence before they complete high school gives them the ability to attain the skills needed to participate as adults in the community, to work in local business and to earn income. Having worked with several WorkAbility programs in different school districts, I have seen first hand the impact that this program can have a student’s confidence and work ready skillset that will help them be successful in the world.

Signature Crystal Miles Date: 10/17/24



Name: <u>SHAWN YOUNG - Rite Aid - Rosemont</u>
Date: <u>10/17/24</u>
Relation to Program (Please circle one below) Student; Parent; <u>Employer</u> ; Case Manager; Other: _____

Has SCUSD WorkAbility benefited you or somebody you know? Please explain how.

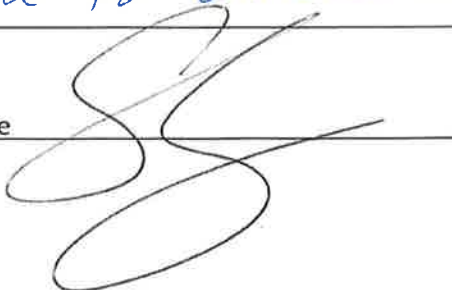
yes, helping out with store tasks during busy times

Would you recommend others to participate in the WorkAbility program? (Why or why not)

Yes, its a good training experience for students. Helps our staff learn to Coach/train others  
Helps with task in store

In your opinion, would you consider WorkAbility beneficial for the entire community? Please explain.

Yes, Same as above. Helps everybody in the community. I love to give student a chance. where they may not be able to otherwise.

Signature 

Date: 10/17/24

**Project No: 0262-461-1**  
**Nicholas New Furniture Package**  
**ADDENDUM NO. 1**

**Question #8** Can you provide the construction schedule for overall duration for install? Is the plan to release a building at a time?

**Response:** Please see Project Manual, Attachment D, Section 04 - Scope and Section 05 - Schedule.

**Question #9** We are respectfully requesting that you waive Section 3.01 Substitutions, #6. The vendor must provide at least Fifty-one percent (51%) of total cost, excluding the Owner Allowance, of furniture specified in Attachment A Proposal Form Furniture Quantities, or the Vendor's Bid will be deemed unresponsive.

**Response:** The District will not waive the substitution requirement outlined in Attachment D, Special Provisions, Section 3.01 Substitutions, Item #6.

**List of Attachments:**

- AD1.07** Attachment A – Proposal Form A (3 pages)
- AD1.08** Attachment G – Approved Substitution List (1 page)
- AD1.09** Attachment A – Proposal Form B (6 pages)
- AD1.10** Attachment C - Furniture Package (6 pages)
- AD1.11** Attachment F – Proposal Form B-Furniture Overview-Qtys-Costs (3 Tabs)  
(Separate Excel File AD1.11)

**END OF ADDENDUM NO.1**

**Acknowledgement of this Addendum will be required at time of bid:**

Signature: Taylor Herrick Date: 10/28/2024

Company Name (please print) One Workplace L. Ferrari

**Project No: 0262-461-1**  
**Nicholas New Furniture Package**  
**ADDENDUM NO. 2**

**List of Attachments:**

- AD2.04** Attachment A – Bid Proposal Forms A and B (13 pages)
- AD2.05** Attachment F – Proposal Form B – Furniture Overview, Qtys-Cost (3 tabs)  
(Separate Excel File for Bidders ease)
- AD2.06** Attachment G – Approved Substitution List (3 pages)
- AD2.07** Attachment G – Approved Substitution List  
(Separate Excel File for Bidders ease.)

**END OF ADDENDUM NO.2**

**Acknowledgement of this Addendum will be required at time of bid:**

Signature: Taylor Heruik Date: 10/28/2024  
Company Name (please print) One Workplace L. Ferrari

**ATTACHMENT A**

**BID FORM AND PROPOSAL FORM A**

To: Governing Board of the Sacramento City Unified School District ("District" or "Owner")

From: One Workplace L. Ferrari  
(Proper Name of Bidder)

The undersigned declares that Bidder has read and understands the Contract Documents, including, without limitation, the Notice to Bidders and the Instructions to Bidders, and agrees and proposes to furnish all necessary labor, materials, and equipment to perform and furnish all work in accordance with the terms and conditions of the Contract Documents, including, without limitation, the Drawings and Specifications of SCUSD Bid#0262-461-1, for the following project known as:

Project Name: Nicholas Elementary School New Furniture

("Project" or "Contract") and will accept in full payment for that Work the following total lump sum amount, all taxes included:

One million twenty-four thousand one hundred and sixty five dollars and fifty cents	dollars \$	<u>\$1,024,165.50</u>
<b><i>BASE BID</i></b>		

**Allowance: Owner**

Fifty Thousand and NO/100	dollars	<u>\$50,000.00</u>
<b>Owner Allowance</b>		

One million seventy-four thousand one hundred and sixty five dollars and fifty cents	dollars \$	<u>1,074,165.50</u>
<b>TOTAL BID</b>		

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

1. **Allowance.** The Bidder's Base Bid shall include a Fifty-Thousand and NO/100 Dollars, (\$50,000.00) allowance for Owner requested changes.

The above allowance shall only be allocated for Owner Requested items. Vendor shall not bill for or be due any portion of this allowance unless the District has identified specific work, Vendor has submitted a price for that work or the District has proposed a price for that work, the District has accepted the cost for that work, and the District has prepared a change order incorporating that work. Vendor hereby authorizes the District to execute a unilateral deductive change order at or near the end of the Project for all or any portion of the allowance not allocated. Any unused portion of the allowance will revert back to the District documented by a deductive change order.

2. The undersigned has reviewed the Work outlined in the Contract Documents and fully understands the scope of Work required in this Proposal, understands the furniture production, delivery, installation and project management function(s) is described in the Contract Documents, and that each Bidder who is awarded a contract shall be in fact a prime Vendor to the District, and agrees that its Proposal, if accepted by the District, will be the basis for the Bidder to enter into a contract with the District in accordance with the intent of the Contract Documents.
3. The undersigned has notified the District in writing of any discrepancies or omissions or of any doubt, questions, or ambiguities about the meaning of any of the Contract Documents, and has contacted the District's Owner Representative before bid date to verify the issuance of any clarifying Addenda.
4. The undersigned agrees to commence work under this Contract on the date established in the Contract Documents and to complete all work within the time specified in the Contract Documents.
5. The liquidated damages clause of the Attachment D – Special Provisions, Section 08 – Liquidated Damages is hereby acknowledged.
6. It is understood that the District reserves the right to reject this bid and that the bid shall remain open to acceptance and is irrevocable for a period of ninety (90) days.
7. The following documents are attached hereto:
  - Attachment B Vendor Certification of Compliance, Fingerprint and Criminal Background Check Certification.
  - Attachment A - Proposal Form B - Overview-Qtys-Costs as a PDF
  - Attachment F – Proposal Form B – Overview-Qtys-Costs in Excel on a USB Thumbdrive
8. Receipt and acceptance of the following Addenda is hereby acknowledged:

No. <u>1</u> , Dated <u>10/04/24</u>	No. _____, Dated _____
No. <u>2</u> , Dated <u>10/15/2024</u>	No. _____, Dated _____
No. _____, Dated _____	No. _____, Dated _____

9. Bidder hereby certifies that Bidder is able to furnish labor that can work in harmony with all other elements of labor employed or to be employed on the Work.
10. Bidder represents that it is competent, knowledgeable, and has special skills with respect to the nature, extent, and inherent conditions of the Work to be performed. Bidder further acknowledges that there are certain peculiar and inherent conditions existent in the completion of the Work that may create, during the Work, unusual or peculiar unsafe conditions hazardous to persons and property.
11. Bidder expressly acknowledges that it is aware of such peculiar risks and that it has the skill and experience to foresee and to adopt protective measures to adequately and safely perform the Work with respect to such hazards.
12. Bidder expressly acknowledges that it is aware that if a false claim is knowingly submitted (as the terms "claim" and "knowingly" are defined in the California False Claims Act, Gov. Code, § 12650 et seq.), the District will be entitled to civil remedies set forth in the California False Claim Act. It may also be considered fraud and the Vendor may be subject to criminal prosecution.

Furthermore, Bidder hereby certifies to the District that all representations, certifications, and statements made by Bidder, as set forth in this bid form, are true and correct and are made under penalty of perjury.

Dated this October day of 28th 20 24

Name of Bidder: One Workplace L. Ferrari

Type of Organization: Furniture Dealer

Signature: Taylor Herrick

Print Name: Taylor Herrick

Title: Account Executive

Address of Bidder: 1631 Alhambra Blvd #140, Sacramento, CA 95816

Taxpayer Identification No. of Bidder: CA - 45162591, Federal - 77-0516002

Telephone Number: 530.713.5341

E-mail: therrick@oneworkplace.com Web Page: https://lesolutions.owp.space/

END OF DOCUMENT



Sacramento  
City Unified  
School District

## Business Services Contracts Office

5735 47th Avenue • Sacramento, CA 95824  
(916) 643-2464

*Lisa Allen, Superintendent*  
*Janea Marking, Chief Business Officer*

### Notice of Intent to Award

#### BOARD OF EDUCATION

*Lavinia Grace Phillips*  
President  
Trustee Area 7

*Jasjit Singh*  
1<sup>st</sup> Vice President  
Trustee Area 2

*Chinua Rhodes*  
2<sup>nd</sup> Vice President  
Trustee Area 5

*Tara Jeane*  
Trustee Area 1

*Christina Pritchett*  
Trustee Area 3

*James Villa*  
Trustee Area 4

*Taylor Kayatta*  
Trustee Area 6

*Justine Chueh-Griffith*  
Student Board Member

October 30, 2024

One Workplace L. Ferrari  
1631 Alhambra Blvd. #140  
Sacramento, CA 95816

Re: **Project No.: 0262-461-1**  
**Notice of Intent to Award for the Nicholas ES New Furniture**

Dear Taylor:

Thank you for submitting a bid to the District for the **BP# 0262-461-1 Nicholas Elementary School New Furniture** project.

The District is pleased to inform you that it intends to award the contract to **One Workplace L. Ferrari** based on your firm being the low bidder.

The District intends to finalize the award for Construction in the amount of **One Million Seventy-Four Thousand One Hundred Sixty-Five and 50/100 dollars (\$1,074,165.50)** at the scheduled meeting of the District's Board of Education on November 21, 2024.

Contractor shall execute and submit to District the following documents by no later than 5:00 p.m. on the **SEVENTH (7<sup>th</sup>)** calendar day following the date of this Notice of Intent to Award.

Deliver to the District at:

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
ATTN: Contract Department  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824  
RE: Contract #0262-461-1

The District accepts electronic signatures on the below documents:

- Purchases Contract: To be executed by successful Bidder. Submit two (2), originals, each bearing an original signature. A facsimile or electronic signature shall be deemed to be the equivalent of the actual original signature. (Attached)
- Insurance Certificates and Endorsements as required.
- Vendor Certification of Compliance (Attached)
- Workers' Compensation Certification (Attached)
- Drug-Free Workplace Certification (Attached)
- Tobacco-Free Environment Certification (Attached)

Sincerely,

*Tina Alvarez-Bevens*

Tina Alvarez-Bevens  
Contract Analyst

**CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47<sup>th</sup> Avenue  
 Sacramento, CA 95824

<b>CHANGE ORDER NO.:</b>
01

**CHANGE ORDER**

**Project:** C.K. McClatchy High School Servery Modernization  
**Project No.:** 0510-433

**Date:** November 4, 2024  
**DSA File No.:** 34-H7  
**DSA Appl. No.:** 02-121788

The following parties agree to the terms of this Change Order:

**Owner:** Sacramento City Unified School District  
  
 5735 47<sup>th</sup> Avenue  
 Sacramento, CA 95824

**Developer:** CORE Construction  
  
1410 Rocky Ridge Drive, #180  
Roseville, CA 95661

**Architect:** Lionakis  
  
2025 19<sup>th</sup> Street  
Sacramento, CA 95818

**Project Inspector:** KCB Investments  
  
3450 Hector Road  
Newcastle, CA 95658

Reference	Description	Cost	Days Ext.
CO #01 Requested by: District Performed by: CORE Construction Reason: Reconciliation of contract	Project Close-out of Unused Owner Contingency	\$(8,977.00)	0
CO #01 Requested by: District Performed by: CORE Construction Reason: Reconciliation of contract	Project Close-out of Unused Owner Contingency	\$(30,832.00)	0
Contract time will be adjusted as follows:  Previous Completion Date: <u>8/28/2024</u>  <u>0</u> Calendar Days Extension (zero unless otherwise indicated)  Current Completion Date: <u>8/28/2024</u>		Original Contract Amount:	\$2,324,312.00
		Amount of Previously Approved Change Order(s):	\$0.00
		Amount of this Change Order:	\$(39,809.00)
		Current Contract Amount:	\$2,284,503.00

The undersigned Developer approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion  
**Change Order Form** **Page 1 of 2**

**C.K. McClatchy High School HVAC & Kitchen Modernization Project**



of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Developer knows are false are at the sole risk of Developer and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Developer waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of Developer's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project including without limitation, cumulative impacts. Any costs, expenses, damages or time extensions not included are deemed waived.

**Signatures:**

District: Sacramento City USD

Developer: CORE Construction

\_\_\_\_\_  
Janea Marking

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Sierra Utley

11/4/2024  
Date

Architect: Lionakis

Project Inspector: KCB Investments

**Jason Luo**

Digitally signed by Jason Luo  
DN: C=US, E=jason.luo@lionakis.com,  
OU=Lionakis, CN=Jason Luo  
Date: 2024.11.05 10:38:07-08'00'

\_\_\_\_\_  
Jason Luo

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Kent Brandon

\_\_\_\_\_  
Date

END OF DOCUMENT



*Janea Marking, Chief Business and Operations Officer*  
*Chris Ralston, Assistant Superintendent to Facilities*

**AMENDMENT NO. 1 TO AGREEMENT FOR CONSULTANT SERVICES**

This Amendment to the Agreement for Consultant Services ("Amendment") is entered into between the Sacramento City Unified School District ("District") and Campbell Keller ("Consultant ") (collectively the "Parties"):

**Section I. Amendment to Agreement for Independent Consultant Agreement for Consultant Services originally entered to on February 1, 2024.**

1. **Approval of this Amendment:** This Amendment shall be subject to the approval of the District's Board of Education ("Board"). Upon approval by the Board, the effective date of this Amendment shall be November 21, 2024;
2. **Extension of Term of the Agreement:** This Amendment shall extend the current Consultant staffing on the Project from February 2024 to June 2025;
3. **Fee and Method of Payment:** The District shall continue to pay Consultant for the current services and will now pay for the added services from and after November 21, 2024, on a flat fee basis up to a maximum of \$955,004.00, as reflected below, unless this Amendment is further extended or modified.

**Description of Scope Change: basis for change order**

Additional purchasing of classroom and specialty furniture at Alice Birney K-8 as requested of the District

**Description of funding changes to contract:**

Original contract amount .....	\$875,897.00
Previous change orders through change order #- .....	\$0.00
Contract amount prior to this change order .....	\$875,897.00
Amount of this change order.....	\$51,639.00

**NEW CONTRACT AMOUNT.....\$927,536.00**

Section II All Other Provisions Reaffirmed.

All other provisions of the Agreement for Consultant Services shall remain in full force and effect and are hereby reaffirmed. If there is any conflict between this Amendment No. 1 and any provision of the Agreement for Consultant Services, the provisions of this Amendment No. 1 shall control.

**IN WITNESS WHEREOF**, the Parties have caused this Amendment No. 1 to the Agreement for Consultant Services to be executed by their respective officers who are duly authorized, as of the Effective Date.

**ACCEPTED AND AGREED** on the date indicated below:

DATE: November 21, 2024

**Sacramento City Unified School  
District**

**Campbell Keller**

---

Janea Marking  
Chief Business and Operations Officer

---

Craig Campbell



# CAMPBELL KELLER

PO Box 277788  
Sacramento, CA 95827  
916.737.3300 P | 916.737.3305 F

PROPOSAL 116103C  
DATE 11/05/24  
PROJECT #630-322  
KATEY MCLACHLAN

PROPOSAL FOR:

SACRAMENTO CITY UNIFIED SCHOOL DIST  
3051 REDDING AVE  
SACRAMENTO CA 95820

DELIVERY LOCATION:

ALICE BIRNEY ELEMENTARY SCHOOL  
6251 13TH ST  
SACRAMENTO CA 95831

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
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PLEASE REVIEW THIS QUOTE CAREFULLY BEFORE SIGNING

MAKE PURCHASE ORDER OUT TO:

CAMPBELL KELLER  
PO BOX 277788  
SACRAMENTO, CA 95827

SMALL BUSINESS  
CERTIFICATION # 8541

1	12	DCF16020 444N	DESIGNER 2.0 CUBBY   12 CUBBY   NO DOOR   ADJSHELVES   SINGLE SIDE 100MM CASTERS   60W 20D 44H CASE MATERIAL OPTION: TFL G1 CASE MATERIAL CASE COLOR OPTION: FLEETWOOD COLOR TO BE SELECTED LATER CASE EDGE BAND COLOR OPTION: FLEETWOOD EDGE BAND COLOR TO BE SELECTED LATER BACK MATERIAL OPTION: LAMINATE BACK BACK COLOR OPTION: COLOR MATCHED TO CASE COLOR SHELF MATERIAL OPTION: LAMINATE ADJUSTABLE SHELF (8) SHELF COLOR OPTION: LAMINATE SHELF COLOR IS MATCHED TO CASE COLOR METAL REVEAL COLOR OPTION: FLEETWOOD COLOR TO BE SELECTED	1,087.01	13,044.12
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CONTINUED...



# CAMPBELL KELLER

PO Box 277788  
Sacramento, CA 95827  
916.737.3300 P | 916.737.3305 F

PROPOSAL 116103C  
DATE 11/05/24  
PROJECT #630-322  
KATEY MCLACHLAN

PROPOSAL FOR:

SACRAMENTO CITY UNIFIED SCHOOL DIST  
3051 REDDING AVE  
SACRAMENTO CA 95820

DELIVERY LOCATION:

ALICE BIRNEY ELEMENTARY SCHOOL  
6251 13TH ST  
SACRAMENTO CA 95831

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
2	20	DCG14820 684N	LATER TOP MATERIAL OPTION: HPL G3 TOP COLOR OPTION: FLEETWOOD COLOR TO BE SELECTED LATER TOP EDGEBAND COLOR OPTION: FLEETWOOD EDGEBAND COLOR TO BE SELECTED LATER ASSEMBLY OPTION: PRODUCT IS FACTORY ASSEMBLED  DESIGNER 2.0 CUBBY   15 CUBBY1,   NO DOOR   ADJSHELVES   SINGLE SIDE 100MM CASTERS   48W 20D 68H CASE MATERIAL OPTION: TFL G1 CASE MATERIAL CASE COLOR OPTION: FLEETWOOD COLOR TO BE SELECTED LATER CASE EDGEBAND COLOR OPTION: FLEETWOOD EDGEBAND COLOR TO BE SELECTED LATER BACK MATERIAL OPTION: LAMINATE BACK BACK COLOR OPTION: COLOR MATCHED TO CASE COLOR SHELF MATERIAL OPTION: LAMINATE ADJUSTABLE SHELF (12) SHELF COLOR OPTION: LAMINATE SHELF COLOR IS MATCHED TO CASE COLOR METAL REVEAL COLOR OPTION: FLEETWOOD COLOR TO BE SELECTED	1,316.10	26,322.00



# CAMPBELL KELLER

PO Box 277788  
Sacramento, CA 95827  
916.737.3300 P | 916.737.3305 F

PROPOSAL 116103C  
DATE 11/05/24  
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3051 REDDING AVE  
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ALICE BIRNEY ELEMENTARY SCHOOL  
6251 13TH ST  
SACRAMENTO CA 95831

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
			LATER TOP MATERIAL OPTION: TFL G1. COLOR MATCHED TO CASE COLOR. TOP EDGEBAND COLOR OPTION: FLEETWOOD EDGEBAND COLOR TO BE SELECTED LATER ASSEMBLY OPTION: PRODUCT IS FACTORY ASSEMBLED		
3	1	SHIPPING	SHIPPING & HANDLING CHARGES	5,067.57	5,067.57
4	1	ASSEMBLY	ASSEMBLY AND RELATED SERVICES FOR:	3,050.00	3,050.00

PREVAILING WAGE, REGULAR HOURS

AREA MUST BE FREE AND CLEAR  
PRIOR TO SCHEDULED  
INSTALLATION DATE



# CAMPBELL KELLER

PO Box 277788  
Sacramento, CA 95827  
916.737.3300 P | 916.737.3305 F

PROPOSAL 116103C  
DATE 11/05/24  
PROJECT #630-322  
KATEY MCLACHLAN

PROPOSAL FOR:

SACRAMENTO CITY UNIFIED SCHOOL DIST  
3051 REDDING AVE  
SACRAMENTO CA 95820

DELIVERY LOCATION:

ALICE BIRNEY ELEMENTARY SCHOOL  
6251 13TH ST  
SACRAMENTO CA 95831

#	QTY	PRODUCT	DESCRIPTION	SELL	EXTENDED
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\*\*\*This proposal is valid for 30 days unless otherwise noted.\*\*\*

\*\*\*By signing this proposal, you are acknowledging that you have reviewed the quantities, color and finish selections and are familiar with the products being ordered. All items are custom made to order and can not be returned.\*\*\*

\*\*\*Delivery and any related services quoted for normal business hours with clear first floor access or access to a freight elevator (No stair carry) unless otherwise noted and quoted.\*\*\*

\*\*\*The total below is for cash/check/EFT purchases. When a credit card is used, a 3% service fee is applied to the total balance noted below. Please acknowledge by initialling if your organization will be paying by credit card \_\_\_\_\_\*\*\*

PRODUCT TOTAL...:	39,366.12
ASSEMBLY.....:	3,050.00
S&H.....:	5,067.57
SALES TAX.....:	4,154.83
TOTAL.....:	51,638.52

ACCEPTED BY 

DATE ACCEPTED 11/7/24



*Janea Marking, Chief Business and Operations Officer*  
*Chris Ralston, Assistant Superintendent of Facilities*

**AMENDMENT NO. 2 TO AGREEMENT FOR ARCHITECTURAL SERVICES**

This Amendment to the Agreement for Architectural Services ("Amendment") is entered into between the Sacramento City Unified School District ("District") and HMC Architects ("Architect ") (collectively the "Parties"):

**Section I. Amendment to Agreement for Independent Consultant Agreement for Architectural Services originally entered to on May 2, 2024.**

1. **Approval of this Amendment:** This Amendment shall be subject to the approval of the District's Board of Education ("Board"). Upon approval by the Board, the effective date of this Amendment shall be November 7, 2024;
2. **Extension of Term of the Agreement:** This Amendment shall extend the current Architect staffing on the Project from May 2024 to December 2025;
3. **Fee and Method of Payment:** The District shall continue to pay Architect for the current services and will now pay for the added services from and after September 5, 2024, on a flat fee basis up to a maximum of \$1,508,500.00, as reflected below, unless this Amendment is further extended or modified.

**Description of Scope Change: basis for change order**

Additional services for installation of two (2) portable classrooms at Bowling Green

**Description of funding changes to contract:**

Original contract amount .....	\$840,000.00
Previous change orders through change order #- .....	\$608,000.00
Contract amount prior to this change order .....	\$1,448,000.00
Amount of this change order.....	\$59,500.00

**NEW CONTRACT AMOUNT.....\$1,507,500.00**



Section II All Other Provisions Reaffirmed.

All other provisions of the Agreement for Architect Services shall remain in full force and effect and are hereby reaffirmed. If there is any conflict between this Amendment No. 2 and any provision of the Agreement for Architect Services, the provisions of this Amendment No. 2 shall control.

**IN WITNESS WHEREOF**, the Parties have caused this Amendment No. 2 to the Agreement for Architect Services to be executed by their respective officers who are duly authorized, as of the Effective Date.

**ACCEPTED AND AGREED** on the date indicated below:

DATE: November 21, 2024

**Sacramento City Unified School  
District**

**HMC Architects**



11/7/2024

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Janea Marking  
Chief Business and Operations Officer

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Vipul Safi  
Principal-in-Charge



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item#12.1b

**Meeting Date:** November 21, 2024

**Subject:** Approve Contracts Report >\$15,000

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Recommend approval of items submitted.

**Background/Rationale:**

**Financial Considerations:** See attached.

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Contracts Reports > \$114, 500

**Estimated Time of Presentation:** N/A

**Submitted by:** Janea Marking, Chief Business Officer

Tina Alvarez Bevens, Contract Analyst

**Approved by:** Lisa Allen, Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Contracts Report >\$15,000

Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved
R25-01872	Ride Coach and Bus	Purchase Order	Transportation Service	Ron Hill	Janea Marking	No	9/10/24-6/30/25	Increase request of \$67,251 to integrate child bench seats and camera systems to (6) Type A and (2) Type D electric school buses on order for Transportation Services. Original amount is \$1,807,304.25 Board approved on 10/3/24.	Clean School Bus Rebate	5930	\$1,874,554.89	10/6/2024
SA25-00422	SCOE	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/23-6/30/24	Final payment to SCOE for the 2023-2024 IDEA Part C. Special Ed	Special Ed-IDEA Early Intervene	3385	\$139,420.00	10/6/2024
R25-01083	Hillyard, Inc	Blanket Purchase Order	Buildings & Grounds Operations	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Ratify request to increase purchase order by \$37,500 for school site hand soap supply during SY2024-25. CMAS contract #4-23-04-1052. Original PO amount was \$84,190	General	0000	\$121,690.00	10/6/2024
SA25-00518	Lionakis	Service Agreement	Facilities	Chris Ralston	Janea Marking	Yes	11/21/24-9/1/25	Architectural services for the CKM Portable Relocation project	Measure H	9809	\$108,215.00	10/6/2024
R25-02661	Riverside Assessments, LLC	Purchase Order	Gifted and Talented Education	Yvonne Wright	Yvonne Wright	Yes	10/24/24-6/30/25	Cognitive Abilities Tests for 1st and 3rd grades with annual LMS subscription.	General	0000	\$102,059.39	10/6/2024
R25-01615	CDW, LLC	Purchase Order	Career Tech Ed (CTE)	Daniel Spinka	Yvonne Wright	Yes	8/23/24-6/30/25	Computer Science classroom computers and monitors at Sacramento New Technology HS	CTE Incentive Grant	6387	\$89,184.30	10/6/2024
SA25-00512	University of Pacific	Service Agreement	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	6/17/25-6/27/25	2-week course for 2025 Pacific Summer HS Institute	Expanded Learning	2600	\$70,000.00	10/6/2024
SA25-00303	TCG Academy	Service Agreement	Youth Development	Manpreet Kaur	Yvonne Wright	No	7/1/24-6/30/25	<b>Increase of \$60,000</b> for additional six (6) programs, three (3) Men's Leadership Programs and three (3) Women's Leadership programs	Expanded Learning	2600	\$70,000.00	10/6/2024
R25-02672	United Rentals	Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	11/01/24-3/03/25	(10) light tower rental for West Campus H.S. sports fields	Ongoing Maintenance	8150	\$33,527.24	10/6/2024
R25-01621	Senior High School Students	Blanket Purchase Order	Counseling Services	Christina Espinos	Yvonne Wright	Yes	8/23/24-6/30/25	Reimburse college application fees for District senior high school students during SY2024-25. Single application fee not to exceed \$100 per students. One application fee reimbursed per student.	General	0000	\$25,000.00	10/6/2024
R25-02749	Avalon Transportation	Blanket Purchase Order	Rosemont H.S.	Tuan Duong	Yvonne Wright	Yes	7/1/24-6/30/25	Athletics transportation during SY2024-25	General	0000	\$24,000.00	10/6/2024
SA25-00506	Jessica Stamps dba Styling Fresh for Success	Service Agreement	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24-6/12/25	Ignite motivation, productivity and success in life, through having a passion for fashion during after school program at The Met, CKM, JFK and West Campus	Expanded Learning	2600	\$22,500.00	10/6/2024
R25-02678	Ewing Irrigation	Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	10/25/24-6/30/25	Fall fertilizer for District sites SY2024-25	Ongoing Maintenance	8150	\$21,848.26	10/6/2024
SA25-00399	Code 4 Hood Edu dba eSteamed Academy	Service Agreement	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Foster awareness and ignite passion for steamed opportunities among students during the after school program at Camellia Basic and Leataata Floyd	21st Century Comm / Expanded Learning	4124 / 2600	\$20,000.00	10/6/2024
R25-02736	Avalon Transportation	Blanket Purchase Order	Hiram Johnson H.S.	Jerad Hyden	Yvonne Wright	Yes	7/1/24-6/30/25	Athletics transportation during SY2024-25	General	0000	\$18,000.00	10/6/2024
R25-02544	Naturebridge	Purchase Order	Nicholas Elementary	Aprille Shafto	Yvonne Wright	Yes	5/19/25-5/23/25	Balance due for 6th grade Science Cap SY2024-25	Learning Recovery Emergency Block Grant	7435	\$15,684.00	10/6/2024



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1c

**Meeting Date:** November 21, 2024

**Subject:** Approve Personnel Transactions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Human Resources Services

**Recommendation:** Approve Personnel Transactions

**Background/Rationale:** N/A

**Financial Considerations:** N/A

**LCAP Goal(s):** Safe, Clean and Healthy Schools

**Documents Attached:**

1. Certificated Personnel Transactions Dated November 21, 2024
2. Classified Personnel Transactions Dated November 21, 2024

**Estimated Time of Presentation:** N/A

**Submitted by:** Cancy McArn, Chief Human Resources Officer and Lead Negotiator

**Approved by:** Lisa Allen, Superintendent

**Attachment 1: CERTIFICATED 11/21/2024**

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
BARBAREE MIRANDA	ERIN	B	Teacher, Elementary	OAK RIDGE ELEMENTARY SCHOOL	11/4/2024	6/30/2025	EMPLOY PROB 11/4/24
EGAN	COURTNEY	B	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	11/4/2024	6/30/2025	EMPLOY PROB 11/4/24
ELLIOTT	DANIELLE	B	Teacher, Spec Ed	SUY:U ELEMENTARY	10/25/2024	6/30/2025	EMPLOY PROB 10/25/24
LEDFORD	SONNY	B	Teacher, Elementary Spec Subj	PONY EXPRESS ELEMENTARY SCHOOL	11/4/2024	6/30/2025	EMPLOY PROB 11/4/24
MCHUGH	SARA	B	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	10/28/2024	6/30/2025	EMPLOY PROB 10/28/24
NGUYEN	JEFFREY	E	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	11/6/2024	6/30/2025	EMPLOY PROB 11/6/24
OYDNA	OLIVIA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	11/7/2024	6/30/2025	EMPLOY PROB 11/7/24
VILLARRUEL	JESSICA	0	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	10/28/2024	6/30/2025	EMPLOY PROB 10/28/24
<b>LEAVES</b>							
ALEXANDER	ASHLEY	A	Director III, Prof Learn ELA	CURRICULUM & PROF DEVELOP	10/25/2024	6/30/2025	LOA RTN 10/25/24
BRUNDAGE	NICHOLAS	0	Teacher, High School	HEALTH PROFESSIONS HIGH SCHOOL	12/7/2024	6/30/2025	LOA RTN 12/7/24
BULL	TARA	A	Teacher, Spec Ed	SEQUOIA ELEMENTARY SCHOOL	10/28/2024	12/27/2024	LOA (PD) 10/28-12/27/24
GUTIERREZ	GLORIA	B	Teacher, Elementary	WOODBINE ELEMENTARY SCHOOL	11/18/2024	1/27/2025	LOA (PD) 11/18/24-1/27/25
HART	ANTONIA	A	Teacher, Elementary	ETHEL PHILLIPS ELEMENTARY	10/25/2024	12/9/2024	LOA (PD) 10/25-12/9/24
HOLMES	ALIYA	A	CoorII,Foster Youth Services	FOSTER YOUTH SERVICES PROGRAM	11/4/2024	6/30/2025	LOA RTN 11/4/24
JOHNSON	JOSEPH	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	12/2/2024	1/5/2025	LOA (PD) FMLA/CFRA 12/2-1/5/25
OCAMPO-AGUILAR	RAQUEL	A	Counselor, High School	HIRAM W. JOHNSON HIGH SCHOOL	10/26/2024	6/30/2025	LOA RTN (PD) FMLA/CFRA 10/26/24
PALMER	LORI	A	Teacher, Spec Ed	EDWARD KEMBLE ELEMENTARY	10/30/2024	6/30/2025	LOA RTN 10/30/24
REDDING	RICKY	A	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	11/2/2024	2/1/2025	LOA EXT (PD)FMLA/CFRA 11/2-2/1/25
SAECHIN	RYAN	0	Teacher, Elementary	ABRAHAM LINCOLN ELEMENTARY	11/2/2024	6/30/2025	LOA (UNPD) ADMIN 11/2/24
STERBA	ELIZABETH	A	Director I, Student Support	STUDENT SUPPORT&HEALTH SRVCS	9/19/2024	11/25/2024	LOA (PD) FMLA/CFRA 9/19-11/25/24
STERBA	ELIZABETH	A	Director I, Student Support	STUDENT SUPPORT&HEALTH SRVCS	11/26/2024	6/30/2025	LOA RTN 11/26/24
TAYLOR	VANESSA	A	Counselor, High School	COUNSELING SERVICES	10/25/2024	10/27/2024	LOA RTN 10/24/24
ZINNER	GEORGE	A	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	10/7/2024	11/10/2024	LOA (PD) FMLA/CFRA 10/7-12/1/24
<b>RE-ASSIGN/STATUS CHANGE</b>							
GONZALEZ	JILL	A	Teacher, Resource, Elementary	OAK RIDGE ELEMENTARY SCHOOL	11/4/2024	6/30/2025	REA 11/4/24
GONZALEZ	JILL	A	Training Specialist	OAK RIDGE ELEMENTARY SCHOOL	11/4/2024	6/30/2025	REA 11/4/24
SAFAVI	FARZAD	A	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	10/4/2024	6/30/2025	STCHG LOA (UNPD) ADMN 10/4/24
STEINMAN	CONNIE	A	Teacher, High School	ROSEMONT HIGH SCHOOL	10/4/2024	6/30/2025	STCHG LOA (UNPD) ADMN 10/4/24
<b>SEPARATE / RESIGN / RETIRE</b>							
HOANG	THIEN-HUONG	B	Admin, Teaching and Learning	SPECIAL EDUCATION DEPARTMENT	7/1/2024	11/1/2024	SEP/RESIGN 11/1/24
LO CURTO	THOMAS	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	10/3/2024	11/30/2024	SEP/RESIGN 11/30/24

**Attachment 2: CLASSIFIED 11/21/2024**

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
AYALA	ALEXIS	B	Custodian	ETHEL I. BAKER ELEMENTARY	9/16/2024	6/30/2025	EMPLOY PROB 9/16/24
CABALLERO	ANNA CHRISTINA	B	Campus Monitor	JOHN F. KENNEDY HIGH SCHOOL	11/12/2024	6/30/2025	EMPLOY PROB 11/12/24
CARRILLO	ROCIO	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	11/1/2024	6/30/2025	EMPLOY PROB 11/1/24
CHUNG	HING	B	Teacher Assistant, Bilingual	ELDER CREEK ELEMENTARY SCHOOL	11/6/2024	6/30/2025	EMPLOY PROB 11/6/24
CUSICK	CRYSTLE	B	Noon Duty	A. M. WINN - K-8	10/14/2024	6/30/2025	EMPLOY PROB 10/14/24
DICKSON	WILLIAM	B	Instructional Aide	A.WARREN McCLASKEY ADULT	10/28/2024	6/30/2025	EMPLOY PROB 10/28/24
GOULD	HALEY	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	11/4/2024	6/30/2025	EMPLOY PROB 11/4/24
JARQUIN MARTINEZ	SOLIMAR	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	11/1/2024	6/30/2025	EMPLOY PROB 11/1/24
LOPEZ MORA	KATERINE	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	11/1/2024	6/30/2025	EMPLOY PROB 11/1/24
MAMUS-GARCIA	ANNA	B	Noon Duty	HUBERT H BANCROFT ELEMENTARY	11/12/2024	6/30/2025	EMPLOY PROB 11/12/24
MARTINEZ	RACHEL	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	10/28/2024	6/30/2025	REEMPLOY PROB 10/28/24
MEDINA	VIOLETA	B	Instructional Aide	O. W. ERLEWINE ELEMENTARY	11/12/2024	6/30/2025	EMPLOY PROB 11/12/24
MOLL	JULIE	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	10/28/2024	6/30/2025	EMPLOY PROB 10/28/24
NEWMAN	BRIANNA	B	Inst Aid, Spec Ed	NICHOLAS ELEMENTARY SCHOOL	11/4/2024	6/30/2025	EMPLOY PROB 11/4/24
OWENS-VASQUEZ	MEGHAN	B	Instructional Aide (TK)	ETHEL PHILLIPS ELEMENTARY	10/28/2024	6/30/2025	REEMPLOY PROB 10/28/24
PULIDO AVILA	YARELI	B	Noon Duty	SUTTERVILLE ELEMENTARY SCHOOL	10/28/2024	6/30/2025	EMPLOY PROB 10/28/24
SEKANDARI	SAYED HILAL SHAH	B	Inst Aid, Spec Ed	WILL C. WOOD MIDDLE SCHOOL	10/21/2024	6/30/2025	EMPLOY PROB 10/21/24
SETHI	VEENA	A	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	10/21/2024	6/30/2025	RE EMPLOY 10/21/24
VACA	MARCELLO	B	Custodian	PHOEBE A HEARST BASIC ELEM.	11/1/2024	6/30/2025	EMPLOY PROB 11/1/24
WALKER	TIFFANY	B	Occupational Therapist	SPECIAL EDUCATION DEPARTMENT	1/7/2025	6/30/2025	EMPLOY PROB 8/1/23
ZAMBRANO	ANDREA	B	Clerk I	NICHOLAS ELEMENTARY SCHOOL	10/24/2024	6/30/2025	REEMPLOY PROB 10/24/24
<b>LEAVES</b>							
ALEMAN	DAVID	A	Clerk II	HOLLYWOOD PARK ELEMENTARY	12/2/2024	12/20/2024	LOA (PD) 12/2-20/24
ALEMAN	DAVID	A	Clerk II	HOLLYWOOD PARK ELEMENTARY	11/9/2024	12/1/2024	LOA RTN (PD) 11/9/24
ARAUJO	ELIZABETH		Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	10/29/2024	11/3/2024	LOA (UNPD) 10/29-12/2/24
AVILES	BRIANA CARINA	A	School Office Manager I	DAVID LUBIN ELEMENTARY SCHOOL	10/22/2024	12/20/2024	LOA (PD) FMLA/CFRA 10/22-12/20/24
BROWN	KEITH	A	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	11/4/2024	11/22/2024	LOA (PD) FMLA/CFRA 11/4-11/22/24
BROWN	CHARMAINE	A	School Office Manager I	OAK RIDGE ELEMENTARY SCHOOL	11/1/2024	11/19/2024	LOA EXT (PD) 11/1-19/24
CONNOR-HANKINS	JACQUELYN	A	Campus Monitor	JOHN H. STILL - K-8	10/7/2024	6/30/2025	LOA RTN (PD) 10/7/24
DIZON	MARIA LUZ	A	Employment Coach SpEd	SPECIAL EDUCATION DEPARTMENT	10/15/2024	10/31/2024	LOA (PD) FMLA/CFRA 10/15-31/24
DIZON	MARIA LUZ	A	Employment Coach SpEd	SPECIAL EDUCATION DEPARTMENT	11/1/2024	6/30/2025	LOA RTN (PD) FMLA/CFRA 11/1/24
FLOYD	MARISSA	B	Parent Advisor	EARLY LEARNING & CARE PROGRAMS	10/24/2024	1/26/2025	LOA AMEND (PD) 10/24-1/26/25
HOOD	KELLY	B	Director II, Const Services	CONSTITUENT SERVICES	11/1/2024	6/30/2025	LOA RTN (PD) 11/1/24
MOREJON-RAMOS	CAROLINA	B	Office Tchncn III	SAM BRANNAN MIDDLE SCHOOL	11/4/2024	6/30/2025	LOA RTN FMLA/CFRA 11/4/24
MURILLO DE PENNA	MANUELA	A	Clerk II	STUDENT SUPPORT&HEALTH SRVCS	11/7/2024	6/30/2025	LOA (PD) ADMIN 11/7/24
RAMIREZ	KEN	A	School Plant Ops Mngr I	PONY EXPRESS ELEMENTARY SCHOOL	10/31/2024	6/30/2025	LOA RTN (PD) ADMIN 10/31/24
SAETERN	AMBER	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	9/30/2024	10/31/2024	LOA (PD) 9/30-11/30/24
TACKETT	MALAKAI	B	Custodian	EDWARD KEMBLE ELEMENTARY	12/19/2024	1/19/2025	LOA (PD) 12/19/24-1/19/25
TORIZ DE MEDINA	MARIA	A	Office Tchncn II	LUTHER BURBANK HIGH SCHOOL	11/1/2024	11/30/2024	LOA EXT (PD) 11/1-11/30/24
YAKIMCHUK	TAMARA	A	Inst Aid, Spec Ed	ETHEL PHILLIPS ELEMENTARY	12/4/2024	3/3/2025	LOA EXT (PD) 12/4/24-3/3/25
<b>RE-ASSIGN/STATUS CHANGE</b>							
LOPEZ	ELIANNA	B	Teacher Assistant, Bilingual	WOODBINE ELEMENTARY SCHOOL	10/28/2024	6/30/2025	REA/STCHG 10/28/24
FRY	JAMES	B	School Plant Ops Mngr I	ETHEL PHILLIPS ELEMENTARY	11/12/2024	6/30/2025	REA/STCHG 11/12/24
JOHNSON	LATOYA	B	Bus Driver	TRANSPORTATION SERVICES	10/31/2024	6/30/2025	STCHG 10/31/24
AMIRI	AHMAD	B	Bus Driver	TRANSPORTATION SERVICES	9/10/2024	10/31/2024	STCHG 9/10/24
STRA	FLORENDA	B	Clerk II	CAPITAL CITY SCHOOL	11/1/2024	6/30/2025	STCHG 11/1/24
<b>SEPARATE / RESIGN / RETIRE</b>							
HOLT	RONALD	A	Electrician	FACILITIES MAINTENANCE	7/1/2024	10/22/2024	DECEASED 10/22/24
HALL	GAYLA	B	Noon Duty	PARKWAY ELEMENTARY SCHOOL	7/1/2024	10/24/2024	SEP/RESIGN 10/24/24
BELL	CATHERINE	B	Inst Aid, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	8/19/2024	10/25/2024	SEP/RESIGN 10/25/24
DALTON	BRANDI	A	Noon Duty	PARKWAY ELEMENTARY SCHOOL	7/1/2024	10/30/2024	SEP/RESIGN 10/30/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
ESHANZAI	MOHAMMAD	B	Teacher Assistant, Bilingual	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	11/7/2024	SEP/RESIGN 11/7/24
CARDENAS	JOSE	A	Food Service Lead, School Site	NUTRITION SERVICES DEPARTMENT	7/1/2024	11/1/2024	SEP/RESIGN 11/1/24
SAECHOU	SUNNY	A	Inst Aid, Spec Ed	ROSEMONT HIGH SCHOOL	1/9/2024	6/29/2024	SEP/RETIRE 6/29/24
GREEN	ETHAN	B	Custodian	C. K. McCLATCHY HIGH SCHOOL	9/24/2024	11/6/2024	SEP/TERM 11/6/24
VAZQUEZ MORENO	ALICIA	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	7/1/2024	11/1/2024	SEP/TERM 11/1/24
<b>TRANSFER</b>							
FRY	JAMES	A	Custodian	HIRAM W. JOHNSON HIGH SCHOOL	10/7/2024	11/11/2024	TR 10/7/24



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

**Meeting Date:** November 21, 2024

**Subject:** Approval of Unauthorized Vendor Payments

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve the attached list of vendor payments

**Background/Rationale:** Business Services has established a new procedure for transparency and approval of unauthorized contracts. An unauthorized contract is a vendor providing services without an approved contract and is unable to meet district minimum requirements.

**Financial Considerations:** See attached.

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

1. List of unauthorized vendor payments

**Estimated Time:** N/A

**Submitted by:** Janea Marking, Chief Business and Operations Officer

**Approved by:** Lisa Allen, Superintendent





Sacramento City Unified School District  
Business Services

**Unauthorized Vendor Payment Approval**

The following “Unauthorized Vendors” cannot receive an approved Purchase Order (PO) due to a lack of meeting district minimum requirements. The following list of payments due are for services performed without approval. Vendors have submitted invoices and are seeking payment for amounts listed.

Board Date: 11/21/24

#	School Site/ Department	Vendor ID#	Reason	Amount Due
1.	Special Education	122750	Ceasing services, new labor partner process was not followed	\$28,858.13
2.	Special Education	122750	Ceasing services, new labor partner process was not followed	\$428,924.60
3.	Special Education	124021	Ceasing services, new labor partner process was not followed	\$20,573.78
4.	Special Education	125900	Ceasing services, new labor partner process was not followed	\$43,512.22
5.	Special Education	125900	Ceasing services, new labor partner process was not followed	\$121,105.88
6.	Special Education	128858	Ceasing services, new labor partner process was not followed	\$52,503.00
7.	Special Education	128858	Ceasing services, new labor partner process was not followed	\$98,668.00
8.	Special Education	309577	Ceasing services, new labor partner process was not followed	\$7,241.00
9.	Special Education	312347	Ceasing services, new labor partner process was not followed	\$24,665.04
10.	Special Education	312347	Ceasing services, new labor partner process was not followed	\$29,807.26
11.	Special Education	314427	Ceasing services, new labor partner process was not followed	\$1,843.75
12.	Special Education	314473	Ceasing services, new labor partner process was not followed	\$2,130.00
13.	Special Education	315263	Ceasing services, new labor partner process was not followed	\$49,117.64
14.	Special Education	315901	Ceasing services, new labor partner process was not followed	\$31,037.00
15.	Special Education	316220	Ceasing services, new labor partner process was not followed	\$2,222.00



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

**Meeting Date:** November 21, 2024

**Subject:** Approve Purchase Order Board Report for the Period of September 15, 2024, through October 14, 2024

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve attached list of purchase orders.

**Background/Rationale:** N/A

**Financial Considerations:** Reflects standard business information.

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

- PO Board Report Period of September 15, 2024, through October 14, 2024

**Estimated Time:** N/A

**Submitted by:** Janea Marking, Chief Business and Operations Officer

**Approved by:** Lisa Allen, Superintendent

Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-00762	QUICK QUACK CAR WASH dba S & D CARWASH MANAGEMENT	VEHICLE MAINTENANCE	SAFE SCHOOLS OFFICE	01	1,439.28
B25-00763	BARNES WELDING SUPPLY	SUPPLIES-BUILDING & CONST. TRADES @ RHS	CAREER & TECHNICAL PREPARATION	01	8,000.00
B25-00764	BIG R METALS	SUPPLIES-BUILDING & CONSTRUCTION TRADES/ECD RHS	CAREER & TECHNICAL PREPARATION	01	1,000.00
B25-00765	HUGHES HARDWOODS	SUPPLIES ENGINEERING TECHNOLOGY PRG@ MaD RHS	CAREER & TECHNICAL PREPARATION	01	1,000.00
B25-00766	THE HOME DEPOT PRO	SUPPLIES-BUILDING & CONST. TRADES @ RHS	CAREER & TECHNICAL PREPARATION	01	5,000.00
B25-00767	THE HOME DEPOT PRO	SUPPLIES-BUILDING & CONST. TRADES @ RHS	CAREER & TECHNICAL PREPARATION	01	5,000.00
B25-00768	[REDACTED]	SETTLEMENT PAYMENT [REDACTED] [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	48,630.00
B25-00769	[REDACTED]	SETTLEMENT REIMBURSEMENT PER [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	49,700.00
B25-00770	[REDACTED]	SETTLEMENT REIMBURSEMENT PER [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	46,622.00
B25-00771	[REDACTED]	SETTLEMENT REIMB [REDACTED] [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	7,000.00
B25-00772	[REDACTED]	SETTLEMENT PAYMENT MOU [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	15,000.00
B25-00773	[REDACTED]	SETTLEMENT REIMBURSEMENT [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	32,000.00
B25-00774	METAL MART RANCHO CORDOVA dba METAL MART	MECHANIC SHOP FABRICATION SUPPLIES 2024-25SY	TRANSPORTATION SERVICES	01	2,500.00
B25-00775	MICHAEL'S TRANSPORTATION	MICHAEL'S SPORTS BUS 24/25	JOHN F. KENNEDY HIGH SCHOOL	01	5,100.00
B25-00776	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SSY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00777	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00778	TIMOTHY G HOWELL dba WEST COAS T MOBILE DIESEL	OUTSIDE LABOR/DIESEL OPACITY TESTING PER CHP 24-25	TRANSPORTATION SERVICES	01	10,000.00
B25-00779	SIGNATURE GRAPHICS	0525-442 JFK SWIMMING POOL BLUEPRINT SERVICES	FACILITIES SUPPORT SERVICES	21	500.00
B25-00780	BATTERIES PLUS BULBS	BATTERY SUPPLIES FOR ELECTRICAL SHOP 2024-2025 SY	FACILITIES MAINTENANCE	01	5,000.00
B25-00781	[REDACTED]	SETTLEMENT REIMBURSEMENT PER [REDACTED] [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	30,000.00

\*\*\* See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-00782	NOREGON SYSTEMS LLC	JPRO FAULT GUIDANCE FOR BUSES 2024-25SY	TRANSPORTATION SERVICES	01	2,500.00
B25-00783	WEST COAST PRODUCTS & DESIGN	BLANKET-WESTCOAST- INST MATERIALS ENG 24-25 SY	ENGINEERING AND SCIENCES HS	01	10,000.00
B25-00784	ANDYMARK INC	ANDYMARK-INST MAT FOR ENG 24/25 SY	ENGINEERING AND SCIENCES HS	01	5,000.00
B25-00785	REV ROBOTICS LLC	BLANKET-REV ROBO-INST MATERIALS FOR ENG 24/25SY	ENGINEERING AND SCIENCES HS	01	5,000.00
B25-00786	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-2025	SPECIAL EDUCATION DEPARTMENT	01	1,400.00
B25-00787	LUX BUS AMERICA CO	24-25 SCHOOL YEAR ELOP LUX BUS	BG CHACON ACADEMY	09	10,000.00
B25-00788	ALL WEST COACHLINES INC	24-25 SCHOOL YEAR ELOP ALL WEST COACHLINES	BG CHACON ACADEMY	09	25.00
B25-00789	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 24-25	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00790	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 24-25	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00791	ENTERPRISE RENT-A-CAR	VAN RENTALS AEROSPACE FIELD TRIP	ENGINEERING AND SCIENCES HS	01	131.36
B25-00792	[REDACTED]	SETTLEMENT REIMB [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	5,370.00
B25-00793	SUPERIOR PLUS ENERGY SERVICES INC.	PROPANE FOR FOOD TRUCK- FY2425	NUTRITION SERVICES DEPARTMENT	13	1,000.00
B25-00794	BESTWAY SANDWICHES INC	WRAPPED BURRTIOS FOR 2024-25 SY	NUTRITION SERVICES DEPARTMENT	13	50,000.00
B25-00795	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-2025	SPECIAL EDUCATION DEPARTMENT	01	13,000.00
B25-00796	IRON MOUNTAIN RECORDS MANAGMT	STORE/SHRED CUM RECORDS 24/25	STUDENT SUPPORT AND FAMILY SER	01	3,500.00
B25-00797	SACRAMENTO REGIONAL TRANSIT FA RE PREPAYMENT UNIT	SAC RT BUS STICKERS-HOMELESS RESOURCES	STUDENT SUPPORT&HEALTH SRVCS	01	8,898.24
B25-00798	SACRAMENTO REGIONAL TRANSIT FA RE PREPAYMENT UNIT	DEVELOPMENTALLY DISABLED PROG.- RT BUS PASSES	A.WARREN McCLASKEY ADULT	11	2,700.00
B25-00799	HUGHES HARDWOODS	SUPPLIES BUILDING & CONSTR TRADES@MIWOK MS-HECKEY	CAREER & TECHNICAL PREPARATION	01	2,500.00
B25-00800	PANERA BREAD CO	CATERING TEACHERS' MEETING EVENTS PRG 2024-25 SY	CAREER & TECHNICAL PREPARATION	01	7,000.00
B25-00801	ADVO Waste Medical Services	MEDICAL WASTE DISPOSAL SERVICE 2024-25SY	CHARLES A. JONES CAREER & ED	11	1,800.00
B25-00802	MSC INDUSTRIAL SUPPLY CO	SUPPLIES-MANUFACTURING & DESIGN-JFK, MR. VALADEZ	CAREER & TECHNICAL PREPARATION	01	1,500.00
B25-00803	D & P ENTERPRISES INC dba CRES CO-RESCO	CULINARY ARTS SUPPLIES @ JFK	CAREER & TECHNICAL PREPARATION	01	2,500.00

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Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\*

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-00804	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00805	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00806	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00807	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00808	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00809	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00810	[REDACTED]	FEDERAL PROPORTIONATE SHARE - [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-00811	SILKE COMMUNICATIONS SOLUTIONS	2-WAY RADIOS FOR MAINTENANCE & FCC 2024-25SY	TRANSPORTATION SERVICES	01	92,500.00
B25-00812	MATTERHACKERS INC	SUPPLIES-MANUFACTURING & DESIGN-JFK-MR. VALADEZ	CAREER & TECHNICAL PREPARATION	01	1,500.00
B25-00813	ACE HARDWARE	SUPPLIES AUTOMOTIVE PATHWAY@JFK	CAREER & TECHNICAL PREPARATION	01	1,000.00
B25-00814	MERCURIUS	BLANKET TO COVER WALDORF INSTRUCTIONAL MATERIALS	A. M. WINN - K-8	01	10,500.00
B25-00815	[REDACTED]	SETTLEMENT REIMB [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	1,500.00
B25-00816	[REDACTED]	SETTLEMENT REIMBURSEMENT [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	38,523.00
B25-00817	[REDACTED]	SETTLEMENT REIMB [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	20,000.00
B25-00818	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-2025	SPECIAL EDUCATION DEPARTMENT	01	900.00
B25-00819	INDUSTRIAL MINERALS CO	CERAMICS SUPPLIES 2024-25SY	ROSEMONT HIGH SCHOOL	01	2,000.00
B25-00820	ALPHA FIRED ARTS	CERAMICS INSTRUCTIONAL SUPPLIES FY 2024-25SY	C. K. McCLATCHY HIGH SCHOOL	01	4,500.00
B25-00821	[REDACTED]	SETTLEMENT REIMBURSEMENT PER [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	33,500.00
B25-00822	[REDACTED]	[REDACTED] PARENT REIMBURSEMENT [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	2,767.00
B25-00823	[REDACTED]	SETTLEMENT MOU SETTLEMENT [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	4,950.00
B25-00824	[REDACTED]	SETTLEMENT REIMB [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	33,325.00
B25-00825	GEM CAR WASH INC	OPERATIONS/SECURITY FLEET AUTOWASH SY24-25	BUILDINGS & GROUNDS/OPERATIONS	01	3,000.00

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-00826	BIG R METALS	SUPPLIES-MANUFACTURING & DESIGN-JFK, MR. VALADEZ	CAREER & TECHNICAL PREPARATION	01	2,500.00
B25-00827	O'REILLY AUTOMOTIVE STORES INC O'REILLY AUTO PARTS	JB POLANCO-AUTOMOTIVE TECH PATHWAY-JFK	CAREER & TECHNICAL PREPARATION	01	2,000.00
B25-00828	JOHNNY'S SELECTED SEEDS	SUPPLIES-AG-TODD McPHERSON@LBHS	CAREER & TECHNICAL PREPARATION	01	2,000.00
B25-00829	ALL WEST COACHLINES INC	TRANSPORTATION FOR CPA - LSJ ACADEMY	LUTHER BURBANK HIGH SCHOOL	01	2,324.35
B25-00830	AMADOR STAGE LINES INC	HJHS ATHLETIC TRANSPORTATION	HIRAM W. JOHNSON HIGH SCHOOL	01	5,000.00
B25-00831	EAN SERVICES LLC	ATHLETIC TRANSPORTATION FOR 2024-25 SY	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B25-00832	PANERA BREAD CO	PARENT CAFE MEETING	EARLY LEARNING & CARE PROGRAMS	12	1,000.00
B25-00833	R&S OVERHEAD DOORS & GATES OF SACRAMENTO INC	ROLL-UP DOOR SERVICE AT PRINT SHOP SY24-25	CENTRAL PRINTING SERVICES	01	1,500.00
B25-00834		PARENT MILEAGE REIMBURSEMENT 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	300.00
B25-00835	B & H PHOTO	PHOTOGRAPHY INSTRUCTIONAL SUPPLIES FY25	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B25-00836	PTM DOCUMENT SYSTEMS	TAX FORMS, CHECKS: PAYROLL & AP DEPT 2024-2025	ACCOUNTING SERVICES DEPARTMENT	01	10,000.00
B25-00837	MILLER PACKING CO	HOT DOGS FOR 2024-25 SY	NUTRITION SERVICES DEPARTMENT	13	85,000.00
B25-00838	DICK BLICK CUSTOMER #12751501	ART INSTRUCTIONAL SUPPLIES (2D & 3D) 2024-25SY	C. K. McCLATCHY HIGH SCHOOL	01	4,500.00
B25-00839	US FOODSERVICE	FUND 61 VARIETY OF FOOD	NUTRITION SERVICES DEPARTMENT	61	1,000.00
B25-00840	IRON MOUNTAIN RECORDS MANAGMT	EMPLOYEE RECORDS SYSTEM 2024-2025	HUMAN RESOURCE SERVICES	01	5,000.00
B25-00841	SHASTA LINEN SUPPLY	SUPPLIES-CULINARY ARTS PROGRAM @ JFK	CAREER & TECHNICAL PREPARATION	01	2,500.00
B25-00842	SHASTA LINEN SUPPLY	SUPPLIES-CULINARY ARTS PROGRAM @ RHS, SCOTT SINGER	CAREER & TECHNICAL PREPARATION	01	1,800.00
B25-00843	SYSCO SACRAMENTO INC	SUPPLIES- CULINARY ARTS PGRM @ RHS-SCOTT SINGER	CAREER & TECHNICAL PREPARATION	01	2,000.00
B25-00844	SYSCO SACRAMENTO INC	SUPPLIES- CULINARY ARTS PGRM @ ALHS- MARIA RASUL	CAREER & TECHNICAL PREPARATION	01	2,000.00
B25-00845	EAN SERVICES LLC	HMS FT TRANSPORTATION 2024-25	HIRAM W. JOHNSON HIGH SCHOOL	01	2,500.00
B25-00846	EQUIFAX WORKFORCE SOLUTIONS	EQUIFAX (TALX), EMLMT VERIFICATION SYTM 2024-2025	HUMAN RESOURCE SERVICES	01	6,000.00

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-00847	D & P ENTERPRISES INC dba CRES CO-RESCO	CULINARY ARTS SUPPLIES @ RHS	CAREER & TECHNICAL PREPARATION	01	500.00
B25-00848	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-SY	SPECIAL EDUCATION DEPARTMENT	01	5,000.00
CHB25-00267	THE HOME DEPOT PRO	SUPPLY WORKS/HOME DEPOT 2024-25 SY	GEO WASHINGTON CARVER	09	4,000.00
CHB25-00268	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 2024-2025 SUPPLY WORKS	JOHN MORSE THERAPEUTIC	01	2,500.00
CHB25-00269	ODP BUSINESS SOLUTIONS LLC	SCHOOL OFFICE SUPPLIES 24/25 SY	SAC NEW TECH EARLY COLLEGE HS	09	2,175.00
CHB25-00270	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPY MACHINES 24/25	PARKWAY ELEMENTARY SCHOOL	01	7,000.00
CHB25-00271	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER SY 2024/25	PHOEBE A HEARST BASIC ELEM.	01	2,800.00
CHB25-00272	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPIER RENTAL SY 2024/25	PONY EXPRESS ELEMENTARY SCHOOL	01	3,600.00
CHB25-00273	UBEO WEST LLC dba UBEO BUSINES S SERVICES	BLANKET ORDER FOR CANON COPIER - FY 24/25	CROCKER/RIVERSIDE ELEMENTARY	01	1,500.00
CHB25-00274	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER SY 2024/25	JAMES W MARSHALL ELEMENTARY	01	2,000.00
CHB25-00275	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER 2024/25	SEQUOIA ELEMENTARY SCHOOL	01	2,315.00
CHB25-00276	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER 2024/2025	MIWOK MIDDLE SCHOOL	01	9,000.00
CHB25-00277	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER AGREEMENT SY 2024/25	C. K. McCLATCHY HIGH SCHOOL	01	6,400.00
CHB25-00278	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER YEARLY CONTRACT SY 2024/25	HEALTH PROFESSIONS HIGH SCHOOL	01	3,150.00
CHB25-00279	UBEO WEST LLC dba UBEO BUSINES S SERVICES	FOR COPIER LEASE AND MAINTENANCE	CAPITAL CITY SCHOOL	01	4,500.00
CHB25-00280	UBEO WEST LLC dba UBEO BUSINES S SERVICES	LTS copier for 2024-2025	LIBRARY/TEXTBOOK SERVICES	01	1,400.00
CHB25-00281	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPIER LEASE FOR 2024/25	WASHINGTON ELEMENTARY SCHOOL	01	3,800.00
CHB25-00282	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER RENTAL 2024-25	FERN BACON MIDDLE SCHOOL	01	6,000.00
CHB25-00283	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER SY 2024/25	SAM BRANNAN MIDDLE SCHOOL	01	4,000.00
CHB25-00284	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPIER LEASE 2024-2025	ROSEMONT HIGH SCHOOL	01	12,936.00
CHB25-00285	UBEO WEST LLC dba UBEO BUSINES S SERVICES	24-25 SY SERNA COPIER USAGE	CONTINUOUS IMPRVMT & ACNTBLTY	01	500.00
CHB25-00286	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SERNA: COPIER USAGE SY24-25	GIFTED AND TALENTED EDUCATION	01	3,000.00
CHB25-00287	ODP BUSINESS SOLUTIONS LLC	CAEP_ADMIN/OFFICE SUPPLIES- OFFICE DEPOT (113902)	CHARLES A. JONES CAREER & ED	11	10,000.00
CHB25-00288	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SERNA: COPIER USAGE 24/25	STUDENT SUPPORT AND FAMILY SER	01	4,237.00

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB25-00289	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPY MACHINES - C. A. JONES SY 2024/25	CHARLES A. JONES CAREER & ED	11	12,127.18
CHB25-00290	UBEO WEST LLC dba UBEO BUSINES S SERVICES	ROSA PARKS COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,550.00
CHB25-00291	UBEO WEST LLC dba UBEO BUSINES S SERVICES	PACIFIC COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,250.00
CHB25-00292	UBEO WEST LLC dba UBEO BUSINES S SERVICES	JOHNSON COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,500.00
CHB25-00293	UBEO WEST LLC dba UBEO BUSINES S SERVICES	WARREN COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,500.00
CHB25-00294	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CONNECT CNTR COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,500.00
CHB25-00295	UBEO WEST LLC dba UBEO BUSINES S SERVICES	HARTE COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,250.00
CHB25-00296	UBEO WEST LLC dba UBEO BUSINES S SERVICES	BIDWELL COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,250.00
CHB25-00297	UBEO WEST LLC dba UBEO BUSINES S SERVICES	W.C.WOOD COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,500.00
CHB25-00298	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SSHS SERNA COPIER RENTAL- 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,000.00
CHB25-00299	UBEO WEST LLC dba UBEO BUSINES S SERVICES	OAK RIDGE COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,000.00
CHB25-00300	UBEO WEST LLC dba UBEO BUSINES S SERVICES	STILL COPIER RENTAL 2024-2025	STUDENT SUPPORT&HEALTH SRVCS	01	1,000.00
CHB25-00301	UBEO WEST LLC dba UBEO BUSINES S SERVICES	UBEO CANON COPIER SY 24-25	ACADEMIC OFFICE	01	5,000.00
CHB25-00302	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIERS 2024-25 SY	MATERIALS DEVELOPMENT LAB	01	15,000.00
CHB25-00303	UBEO WEST LLC dba UBEO BUSINES S SERVICES	BLANKET ORDER-COPIER 2024/25	CURRICULUM & PROF DEVELOP	01	10,000.00
CHB25-00304	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPIER RENTAL & USAGE 24-25	YOUTH DEVELOPMENT	01	1,000.00
CHB25-00305	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SERNA COPIER USAGE 2024-2025 SCHOOL YEAR	STRATEGY & CONTINOUS IMPRVMNT	01	2,000.00
CHB25-00306	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER 2024-2025	NEW JOSEPH BONNHEIM	09	3,000.00
CHB25-00307	UBEO WEST LLC dba UBEO BUSINES S SERVICES	Copier Usage	THE MET	09	1,662.00
CHB25-00308	ODP BUSINESS SOLUTIONS LLC	SUPPLEMENTARY CLASSROOM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	5,000.00
CHB25-00309	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIER SY 2024/25	LUTHER BURBANK HIGH SCHOOL	01	16,000.00
CHB25-00310	UBEO WEST LLC dba UBEO BUSINES S SERVICES	COPIER USAGE 2024-25	ADMIN-LEGAL COUNSEL	01	500.00
CHB25-00311	THE HOME DEPOT PRO	Custodial Supplies 24/25	SAC NEW TECH EARLY COLLEGE HS	09	3,262.00
CHB25-00312	SCUSD - PAPER USAGE	PAPER USAGE 24/25	STUDENT SUPPORT AND FAMILY SER	01	1,000.00

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB25-00313	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT - SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	5,000.00
CHB25-00314	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT 24-25 SPED LCFF	AMERICAN LEGION HIGH SCHOOL	01	300.00
CHB25-00315	ODP BUSINESS SOLUTIONS LLC	ADMINISTRATION - SUPPLIES 24/25	A.WARREN McCLASKEY ADULT	11	1,500.00
CHB25-00316	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT 24/25 SCHOOL	CALEB GREENWOOD ELEMENTARY	01	2,000.00
CHB25-00317	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SCHOOL WIDE CANON COPIER RENTAL SY 2024/2025	MARK TWAIN ELEMENTARY SCHOOL	01	4,000.00
CHB25-00318	UBEO WEST LLC dba UBEO BUSINES S SERVICES	RENTAL ON 3 CANON COPIERS FOR 24/25 SY	THEODORE JUDAH ELEMENTARY	01	6,500.00
CHB25-00319	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIERS FOR 2024/25 SCHOOL YEAR	WILLIAM LAND ELEMENTARY	01	7,400.00
CHB25-00320	UBEO WEST LLC dba UBEO BUSINES S SERVICES	CANON COPIERS SY 2024-25	JOHN H. STILL - K-8	01	9,500.00
CHB25-00321	UBEO WEST LLC dba UBEO BUSINES S SERVICES	MCCLASKEY-COPIER FRONT,LOWER OFFICES	A.WARREN McCLASKEY ADULT	11	5,500.00
CHB25-00322	UBEO WEST LLC dba UBEO BUSINES S SERVICES	SERNA COPIER USAGE	ACCOUNTING SERVICES DEPARTMENT	01	1,200.00
CHB25-00323	ODP BUSINESS SOLUTIONS LLC	SUPPLEMENTARY LSJ CLASSROOM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	1,500.00
CHB25-00324	ODP BUSINESS SOLUTIONS LLC	SPECIAL EDUCATION CLASSROOM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	550.00
CHB25-00325	ODP BUSINESS SOLUTIONS LLC	SUPPLIES FOR SCHOOL 24-25	CAPITAL CITY SCHOOL	01	3,000.00
CHB25-00326	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT 2024-25 SUPPLIES Special Ed	JOHN MORSE THERAPEUTIC	01	250.00
CHB25-00327	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT 2024-25 SUPPLIES LCFF EL	JOHN MORSE THERAPEUTIC	01	1,100.00
CHB25-00328	ODP BUSINESS SOLUTIONS LLC	OFFICE SUPPLIES FOR THE 24/25 SY	CONSTITUENT SERVICES	01	300.00
CHB25-00329	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT INSTUCTIONAL SUPPLIES	JAMES W MARSHALL ELEMENTARY	01	8,000.00
CHB25-00330	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT 2024-25 SUPPLIES Title 1	JOHN MORSE THERAPEUTIC	01	780.00
CS25-00122	BUILDING BLOCK ENTERTAINMENT d ba SHOW THAT TEACH	ASSEMBLY FOR STUDENTS BUILDING BLOCKS	HOLLYWOOD PARK ELEMENTARY	01	1,497.50
CS25-00123	BE GLAD LLC	BE GLAD PD	BG CHACON ACADEMY	09	4,000.00
CS25-00124	SACRAMENTO COUNTY SHERIFF OFF DUTY EMPLOYMENT	LAW ENFORCEMENT SERVICES-LARGE EVENTS	SAFE SCHOOLS OFFICE	01	15,000.00
CS25-00126	SITEIMPROVE INC	WEBSITE QUALITY ASSURANCE SOFTWARE 2024-2025	ADMIN-LEGAL COUNSEL	01	14,282.23
CS25-00127	KOPPEL & GRUBER PUBLIC	DEVELOPER FEE CONSULTING SERVICES	FACILITIES SUPPORT SERVICES	25	15,300.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00128	916 INK	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	78,000.00
CS25-00136	AURORA ENVIRONMENTAL SERVICES	Hazardous Waste Generator Training	ACADEMIC OFFICE	01	900.00
CS25-00137	GRACE FA'AVESI	TUPE SUPPLEMENTAL PROVIDER 24-25 FY (EPIC BLOOM)	FOSTER YOUTH SERVICES PROGRAM	01	20,000.00
CS25-00138	RESTORATIVE EQUITY PARTNERSHIP	File Review, Empathy interviews, PD, COP	SPECIAL EDUCATION DEPARTMENT	01	100,000.00
CS25-00139	NEXPLORE LLC dba NEXPLORE	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	39,000.00
CS25-00141	KONA ICE OF NORTH SACRAMENTO	ENROLLMENT FAIR EVENT 7/27/24 SHAVED ICE	ENROLLMENT CENTER	01	1,440.00
CS25-00142	JIM S EDMONDS dba BOUNCEY HOUS E RENTALS	BOUNCEY HOUSE RENTALS COMMUNITY EVENT 7/27/24	ENROLLMENT CENTER	01	959.27
CS25-00145	DREAM ENRICHMENT CLASSES	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	86,800.00
CS25-00146	STREET SOCCER USA INC	2022-23 SUPPLEMENTAL PROVIDER- STREET SOCCER USA	YOUTH DEVELOPMENT	01	85,500.00
CS25-00147	ARA'S EDUCATION CONSULTING LLC dba JUST LIKE A MOM	Just Like a Mom Program	THE MET	09	92,437.50
CS25-00148	TOGETHER BEHAVIOR SOLUTIONS		SPECIAL EDUCATION DEPARTMENT	01	4,000.00
CS25-00149	CALIFORNIA TREE AND LANDSCAPE CONSULTING INC	477 PACIFIC ES NEW CONST - ARBORIST SVC	FACILITIES SUPPORT SERVICES	21	3,740.00
CS25-00150	RHYTHMS OF LIFE LLC	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	10,000.00
CS25-00153	ARMAND PEREZ dba AP CONSTRUCTI ON SRV	0525-442 JFK SWIMMING POOL - DSA INSPECTION SVC	FACILITIES SUPPORT SERVICES	21	46,900.00
CS25-00154	COUNTY OF SACRAMENTO DEPARTMEN T OF TECHNOLOGY	RADIO OPERATION/MAINTENANCE	SAFE SCHOOLS OFFICE	01	3,850.00
CS25-00155	ARA'S EDUCATION CONSULTING LLC dba JUST LIKE A MOM	2024-25 JUST LIKE A MOM	SAC NEW TECH EARLY COLLEGE HS	09	91,400.00
CS25-00156	HOT BISCUIT MUSIC	OUT OF CONTRACT TO PAY "HOT BUSCUITS"	HOLLYWOOD PARK ELEMENTARY	01	3,500.00
CS25-00157	CORE DISTRICTS	2024-25 CORE PARTNERSHIP CONTRACT	ACADEMIC OFFICE	01	198,375.00
CS25-00158	SAN FRANCISCO STATE UNIVERSITY COLLEGE OF EXTENDED LEARNING	SF STATE UNIV MOU	HUMAN RESOURCE SERVICES	01	2,000.00
CS25-00159	TERRACON CONSULTANTS INC	0029-401 BRET HARTE PLAYGROUND MATERIALS/TESTING	FACILITIES SUPPORT SERVICES	21	3,840.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00160	CAPITOL TECH SOLUTIONS	DATA ENTREE MAINTENANCE AGREEMENT FY24-25	NUTRITION SERVICES DEPARTMENT	13	50,000.00
CS25-00161	SISTABEES	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	43,648.00
CS25-00162	STUDIO T	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	65,472.00
CS25-00163	CITY YEAR INC	CITY YEAR CONTRACT 2023-2024	DEPUTY SUPERINTENDENT	01	907,500.00
CS25-00164	DOCUMENT TRACKING SERVICES	DOCUMENT TRACKING RENEWAL/LICENSE AGREEMENT	STRATEGY & CONTINUOUS IMPRVMT	01	20,475.00
CS25-00165	LEE BROWN PHOTOGRAPHY	school pictures at John Morse - Photographer	SPECIAL EDUCATION DEPARTMENT	01	1,320.00
CS25-00166	UNIVERSITY ENTERPRISES INC	FOCUS GROUP CERT PERSONNEL RECRUITMENT	HUMAN RESOURCE SERVICES	01	19,919.62
CS25-00167	NITI SHARMA	IND. CONTRACTOR for BUSINESS SVC ACCT & BUDGET	ACCOUNTING SERVICES DEPARTMENT	01	150,000.00
CS25-00168	FOOD LITERACY CENTER	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	112,000.00
CS25-00169	HMC ARCHITECTS	403 TRANSPORTATION BUS CHARGING - A/E SVC	FACILITIES SUPPORT SERVICES	21	52,500.00
CS25-00170	HB & T ENVIRONMENTAL, INC	478 FERN BACON MODERNIZATION SOIL SAMPLING	FACILITIES SUPPORT SERVICES	21	12,732.00
CS25-00171	SOLUTION TREE	PROF LEARNING FOR 3 YRS (2022-2025) YR 3 OF 3	ACADEMIC OFFICE	01	543,950.00
CS25-00172	WARREN CONSULTING ENGINEERS	0040-408 PACIFIC INTERIM HOUSING AT CBW-SURVEY SVC	FACILITIES SUPPORT SERVICES	21	20,782.50
CS25-00173	SACRAMENTO URBAN DEBATE LEAGUE	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	5,000.00
CS25-00174	TECHEDIFY dba EMPOWER TO INC	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	40,000.00
CS25-00175	KMC ARCHERY LLC dba BOWCRAFT ARCHERY	2024-2025 SUPPLEMENTAL PROVIDER	YOUTH DEVELOPMENT	01	31,000.00
CS25-00176	YMCA OF SUPERIOR CALIFORNIA	2023-2024 MAIN PROVIDER - ADDENDUM	YOUTH DEVELOPMENT	01	40,181.46
CS25-00177	ALTERNATIVE LOGISTICS TECHN	ALTERNATIVE LOGISTICS - SPECIAL EDUCATION STUDENTS	TRANSPORTATION SERVICES	01	250,000.00
CS25-00178	ELIASSEN GROUP LLC	CONTRACTING SERVICES WITH ELIASSEN GROUP	BUSINESS SERVICES	01	114,000.00
CS25-00179	HANCOCK PARK & DELONG	SCHOOL FACILITIES FUNDING CONSULTING SERVICES	FACILITIES SUPPORT SERVICES	25	25,000.00
CS25-00180	PARENT TEACHER HOME VISITS	PTHV 2024/25 INTRO TRAINING CONTRACT	PARENT ENGAGEMENT	01	15,300.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00181	ALCHEMIST CDC	ALCHEMIST CDC	STUDENT SUPPORT&HEALTH SRVCS	01	19,240.48
CS25-00182	CURRICULUM ASSOCIATES LLC	I-Ready	ACADEMIC OFFICE	01	258,569.34
CS25-00183	SACRAMENTO KINDNESS CAMPAIGN	KINDNESS CAMPAIGN	STUDENT SUPPORT&HEALTH SRVCS	01	5,000.00
CS25-00184	IRIS TAYLOR CONSULTING	CONSULTANT FOR ACADEMIC OFFICE 2024-25	SPECIAL EDUCATION DEPARTMENT	01	90,000.00
CS25-00185	FAGEN FRIEDMAN & FULFROST LLP	2024-25 GENERAL COUNSEL	CONTINUOUS IMPRVMT & ACNTBLTY	01	100,000.00
CS25-00186	AMERICAN RIVER NATURAL HISTORY dba EFFIE YEAW NATURE CENTER	FIELD TRIP PRESENTER EYNC SUMMER ENRICH MLK JR. CC	EARLY LEARNING & CARE PROGRAMS	12	200.00
CS25-00187	SCHOOLMINT INC	SCHOOL MINT CONTRACT RENEW FY24-25	ENROLLMENT CENTER	01	77,951.45
CS25-00188	NEW TECH NETWORK INC	NTN Annual Membership Agreement	SAC NEW TECH EARLY COLLEGE HS	09	15,960.00
CS25-00189	PLAYWORKS EDUCATION ENERGIZED	PLAYWORKS CONTRACT - 8/19/2024 to 6/12/2025	EARL WARREN ELEMENTARY SCHOOL	01	13,500.00
CS25-00190	NORCAL SCHOOL OF THE ARTS	VAPA MUSIC PROGRAM - NORCAL SCHOOL OF THE ARTS	WILLIAM LAND ELEMENTARY	01	2,580.00
CS25-00191	EXCEL INTERPRETING LLC	INTERPRETING SERVICES - EXTENDED SERVICES FY 25	MATRICULATION/ORIENTATI ON CNTR	01	20,000.00
CS25-00192	EIDE BAILLY LLP	INTERNAL CONTROLS CONSULTING	BUSINESS SERVICES	01	30,000.00
CS25-00193	THE HAWK INSTITUTE	HAWK INSTITUTE 2024 AAM COMMUNITY EVENT	STUDENT ATTEND & ENGAGE OFFICE	01	2,675.00
CS25-00194	TRAIN 2 SUSTAIN LLC	CPR/AED/FIRST AID FOR ALL THE COACHES AT SCUSD	EQUITY/ACCESS & EXCELLENCE	01	5,400.00
CS25-00195	LAW OFFICES OF MARK T. HARRIS	ATTORNEY SERVICES	ADMIN-LEGAL COUNSEL	01	125,000.00
CS25-00196	NICOLE MICHELLE ROGERS dba GRI FFJACK LLC	THE CENTRAL KITCHEN MARKETING AGREEMENT	NUTRITION SERVICES DEPARTMENT	13	71,400.00
CS25-00197	ARMIJO LEGAL SOLUTIONS	INVESTIGATIVE SERVICES	STUDENT SUPPORT AND FAMILY SER	01	75,000.00
CS25-00220	PREMIER MANAGEMENT GROUP INC	0530-403 LBHS KITCHEN MOD - CONSTRUCTION MGMT	FACILITIES SUPPORT SERVICES	01	148,550.00
CS25-00226	LIONAKIS	0040-408 PACIFIC INTERIM HOUSING AT CBW - A/E SVC	FACILITIES SUPPORT SERVICES	21	226,856.00
CS25-00261	LEADERSHIP ASSOCIATES LLC	LEADERSHIP ASSOC.- JOB POSTING FOR LEGAL COUNSEL	HUMAN RESOURCE SERVICES	01	32,500.00
CS25-00279	MUSIC TO GROW ON MUSIC THERAPY SERVICES INC	NPA SERVICES (MUSIC THERAPY) S25-00045	SPECIAL EDUCATION DEPARTMENT	01	493,500.00
N25-00010	JABBERGYM LLC	UNAUTHORIZED CONTRACT NPA SRVS (SLP SITE )	SPECIAL EDUCATION DEPARTMENT	01	899,331.20
N25-00011	SPEECH PATHOLOGY GROUP INC	UNAUTHORIZED CONTRACT SLP	SPECIAL EDUCATION DEPARTMENT	01	1,330,143.81

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
N25-00012	ACCESS LANGUAGE CONNECTION INC	TO PAY 23/24 INVOICES NPA SERVICES (DEAF INTR)	SPECIAL EDUCATION DEPARTMENT	01	79,888.17
P25-00424	READ LEARNING CENTER	SETTLEMENT AGREEMENT - TUITION (B24-00759)	SPECIAL EDUCATION DEPARTMENT	01	2,025.00
P25-00701	SCHOOL SPECIALTY	P.E. EQUIPMENT 2024-25SY	JOHN CABRILLO ELEMENTARY	01	1,203.58
P25-00702	LIGHTSPEED TECHNOLOGIES INC	AUDIOLOGY MATERIAL -	SPECIAL EDUCATION DEPARTMENT	01	17,808.45
P25-00703	AMAZON CAPITAL SERVICES	OFFICE CHAIRS 2024-25SY	JOHN H. STILL - K-8	01	369.71
P25-00704	AMAZON CAPITAL SERVICES	COMPUTER CART COMBO LOCKS 2024-25SY	EARL WARREN ELEMENTARY SCHOOL	01	65.23
P25-00705	AMAZON CAPITAL SERVICES	2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	8.69
P25-00706	AMAZON CAPITAL SERVICES	SUPPLIES FOR HANDWORK CLASS	A. M. WINN - K-8	01	39.63
P25-00707	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	PRINTER FOR DHH CLASS - VICARI	MIWOK MIDDLE SCHOOL	01	87.55
P25-00708	AMAZON CAPITAL SERVICES	FIRE RETARDANT SPRAY FOR CLASSROOM FABRICS	A. M. WINN - K-8	01	125.20
P25-00709	AMAZON CAPITAL SERVICES	EHS AMAZON - SUZIE - LORENA 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	308.14
P25-00710	AMAZON CAPITAL SERVICES	ADMIN OFFICE PURCHASES	EDWARD KEMBLE ELEMENTARY	01	293.57
P25-00711	AMAZON CAPITAL SERVICES	PE SPEAKER SYSTEM	WEST CAMPUS	01	532.88
P25-00712	AMAZON CAPITAL SERVICES	HMS- INSTRUCTIONAL MATERIALS	HIRAM W. JOHNSON HIGH SCHOOL	01	456.64
P25-00713	AMAZON CAPITAL SERVICES	LIGHT COVERS FOR ART CLASSES 2024-25SY	JOHN F. KENNEDY HIGH SCHOOL	01	514.25
P25-00714	DUNN EDWARDS PAINTS	CKM CONEX BOX PROJECT	FACILITIES MAINTENANCE	01	4,829.17
P25-00715	AMAZON CAPITAL SERVICES	NEW CLASSROOM - EARL WARREN #3 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	409.14
P25-00716	SCUSD - US BANK CAL CARD	DNS - Queries Over Contract - Treat as Confirming	TECHNOLOGY SERVICES	01	6.53
P25-00717	AMAZON CAPITAL SERVICES	NEW CLASSROOM - EARL WARREN #4	SPECIAL EDUCATION DEPARTMENT	01	260.54
P25-00718	ODP BUSINESS SOLUTIONS LLC	COLOR PRINTER FOR CLASSROOM - FREER	MIWOK MIDDLE SCHOOL	01	107.66
P25-00719	AMAZON CAPITAL SERVICES	NEW CLASSROOM - EARL WARREN #5	SPECIAL EDUCATION DEPARTMENT	01	760.47
P25-00721	AMADOR STAGE LINES INC	BUS FOR THIRD GRADE FIELD TRIP	MATSUYAMA ELEMENTARY SCHOOL	01	1,033.00
P25-00722	CHARTER AMERICA	CHARTER FOR SCIENCE FIELD TRIP 23/24	MARTIN L. KING JR ELEMENTARY	01	1,500.00
P25-00723	AMS.NET INC FREMONT BANK	Cisco Flex 3.0 Phone System 24-25 Renewal	TECHNOLOGY SERVICES	01	165,168.00
P25-00724	TMA LASER GROUP INC	CLASSROOM 31/01 PRINTER INK CARTRIDGES	WEST CAMPUS	01	237.08
P25-00725	ODP BUSINESS SOLUTIONS LLC	MLK SA CLASSROOM SUPPLIES - KRISTEN	EARLY LEARNING & CARE PROGRAMS	12	482.42

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00726	GRAINGER INC	TRAFFIC CONE/POST FOR PLANT MNGR	ENGINEERING AND SCIENCES HS	01	75.72
P25-00727	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	MATERIAL-PROTOCOL	SPECIAL EDUCATION DEPARTMENT	01	1,296.03
P25-00728	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	MARTINEZ SCHOLASTIC NEWS 24-25 SCHOOL YEAR	BG CHACON ACADEMY	09	231.64
P25-00729	CRISIS PREVENTION INSTITUTE	CPI TRAINING & MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	13,266.24
P25-00730	RC EGGERS dbaVANCO OF NOR CALI FORNIA	SCHOOL BUS PROJECT - AC WITH UPGRADED SOLAR	COMMUNICATIONS OFFICE	01	7,462.00
P25-00731	AMAZON CAPITAL SERVICES	AMAZON - PURCHASE OF THREE BOOKS	MULTILINGUAL EDUCATION DEPT.	01	111.05
P25-00732	KOMBAT INK	KOMBAT INK CHEERLEADER UNIFORMS	ROSA PARKS MIDDLE SCHOOL	01	1,765.32
P25-00733	SCHOLASTIC INC	SCHOLASTIC - OHARA	MIWOK MIDDLE SCHOOL	01	670.30
P25-00734	AMADOR STAGE LINES INC	Rumplestiltskin Fieldtrip	FATHER K.B. KENNY - K-8	01	2,335.38
P25-00735	LUX BUS AMERICA CO	CHARTER BUS FOR HARRIS ART MUSEUM 4TH GRADE	SUY:U ELEMENTARY	01	3,435.52
P25-00736	AMAZON CAPITAL SERVICES	CLICKERS/FOR SITE KITCHENS 2024-25SY	NUTRITION SERVICES DEPARTMENT	13	114.15
P25-00737	ULINE	INF. TOD/ GLOVES- LORENA 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	1,186.32
P25-00738	NIMCO INC	TUPE Red Ribbon Week Items 24-25	FOSTER YOUTH SERVICES PROGRAM	01	18,790.88
P25-00739	CDW GOVERNMENT	PRINTER FOR ERIN FINDLEY	CURRICULUM & PROF DEVELOP	01	283.02
P25-00740	INTERNATIONAL STUDENT TOURS	GRADNIGHT FEE {AIDE FOR H. LUNA RODRIGUEZ}	JOHN F. KENNEDY HIGH SCHOOL	01	599.00
P25-00741	AMERICAN OCCUPATIONAL THERAPY ASSOCIATION	OT MATERIAL-PROTOCOL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	364.22
P25-00742	BOOKS EN MORE	CLASSROOM INSTRUCTIONAL MATERIAL 2024-25SY	SAM BRANNAN MIDDLE SCHOOL	01	152.03
P25-00743	WESTERN PSYCHOLOGICAL SERVICES	OT MATERIAL-PROTOCOL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,693.24
P25-00744	THERAPRO INC	OT MATERIAL-PROTOCOL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	217.50
P25-00745	SCHOODLES PARTNERSHIP	OT MATERIAL-PROTOCOL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	692.50
P25-00746	AMAZON CAPITAL SERVICES	SUMMER BRIDGE COLLEGE BOOKS FOR STUDENTS 24-25SY	GEO WASHINGTON CARVER	09	2,179.86
P25-00747	AMAZON CAPITAL SERVICES	ADMIN AUDIO CORD BUILDING SUPPLY 2024-25 SY	CHARLES A. JONES CAREER & ED	11	28.26
P25-00748	SCOE FINANCIAL SERVICES	SLY PARK DEPOSIT 02/24-28/2024	ROSA PARKS MIDDLE SCHOOL	01	1,100.00
P25-00749	SACRAMENTO COUNTY OFFICE OF ED UCATION	SLY PARK DEPOSIT 24-25	LEONARDO da VINCI ELEMENTARY	01	4,450.00

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00750	SCOE FINANCIAL SERVICES	DEPOSIT INVOICE FOR SLY PARK 2024-2025	ISADOR COHEN ELEMENTARY SCHOOL	01	1,000.00
P25-00751	SCHAFFER GRAPHIC SOLUTIONS INC	FULL GRAPHIC WRAP LABOR-CK EV VEHICLES	NUTRITION SERVICES DEPARTMENT	13	3,800.00
P25-00752	MARK KEEMA dba KEEMAS PUMPKIN FARM	KINDER-KEEMA FARMS 10/4/24	BG CHACON ACADEMY	09	464.00
P25-00753	AMAZON CAPITAL SERVICES	Medal Award For CAASSP	EARL WARREN ELEMENTARY SCHOOL	01	1,370.25
P25-00754	BLICK ART MATERIALS	WHEELS/CLAY FOR ART CLASS - CORTEZ 2024-25SY	MIWOK MIDDLE SCHOOL	01	3,532.73
P25-00755	SCP DISTRIBUTORS LLC dba LINCO LN AQUATICS	DIGITAL POOL READER/ PAL-47-0002/ ROSEMONT HS	FACILITIES MAINTENANCE	01	5,498.94
P25-00756	SIERRA NATIONAL ASPHALT	0510-470 CKM HS/CAL MS - GRADING & PAVING	FACILITIES MAINTENANCE	21	112,500.00
P25-00757	PERLMUTTER PURCHASING POWER	CAMERA PARTS	FACILITIES MAINTENANCE	01	6,070.46
P25-00758	S & K THEATRICAL DRAPERIES INC	ULTRASHADE VINYL - SHOP STOCK	FACILITIES MAINTENANCE	01	5,104.24
P25-00759	CALIFORNIA AMERICAN WATER	477 PACIFIC ES NEW CONST - WATER SERVICES	FACILITIES SUPPORT SERVICES	21	5,000.00
P25-00760	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	TREAT AS CONFIRMING-HAZARDOUS MTRL'S PERMIT	FACILITIES MAINTENANCE	01	4,252.00
P25-00761	CALIFORNIA'S COALITION FOR ADE QUATE SCHOOL HOUSING	CASH MAINTENANCE NETWORK MEMBERSHIP	FACILITIES SUPPORT SERVICES	01	362.00
P25-00762	CALIFORNIA DEPT OF TOXIC SUBST ANCES CONTROL	0265-461 OAK RIDGE ES NEW CONSTRUCTION - DTSC FEES	FACILITIES SUPPORT SERVICES	21	4,112.31
P25-00763	AQUATICS BY ARMANDO	TREAT AS CONFIRMING / CONSULTATION	FACILITIES MAINTENANCE	01	750.00
P25-00764	SAFETY CENTER INC	CONFIRMING- UNPAID 23/24 INVOICES	FACILITIES MAINTENANCE	01	3,275.00
P25-00765	CALIFORNIA DEPT OF GENERAL SER VICES	0530-434 LBHS CORE PH2 - FINAL DGS INVOICE	FACILITIES SUPPORT SERVICES	21	6,334.11
P25-00766	DYANDSON INC dba SCRUB BOYS CA R WASH	CONFIRMING-UNPAID 23/24 INVOICE-SCRUB BOYS	FACILITIES MAINTENANCE	01	143.96
P25-00767	R&S OVERHEAD DOORS & GATES OF SACRAMENTO INC	CONFIRMING-UNPAID 23/24 INVOICE-R&S OVERHEAD DOOR	FACILITIES MAINTENANCE	01	507.00
P25-00768	ORIENTAL TRADING CO, ACCT 2520 80	PBIS/ ORIENTAL TRADING COMPANY 2024-25SY	ROSA PARKS MIDDLE SCHOOL	01	233.93
P25-00769	LUX BUS AMERICA CO	TRANSPORTATION TO MUSIC FESTIVAL COMPETITION	WILL C. WOOD MIDDLE SCHOOL	01	3,889.87
P25-00770	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	CHARTER AMERICA BUS	EARL WARREN ELEMENTARY SCHOOL	01	1,571.40
P25-00771	SIERRA VALLEY CONFERENCE	SIERRA LEAGUE ASSESSMENT (DUES) FY25 ROSEMONT HS	EQUITY/ACCESS & EXCELLENCE	01	1,450.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00772	ACCREDITING COMMISSION FOR SCHOOLS, WASC	CONFIRMING - ACCREDITING COMMISSIONS OF SCHOOLS	CHARLES A. JONES CAREER & ED	11	1,230.00
P25-00773	AMAZON CAPITAL SERVICES	NEW CLASSROOM - H.W. HARKNESS #3 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	413.55
P25-00774	AMAZON CAPITAL SERVICES	ELLA AND MAY SUPPLIES 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	42.39
P25-00775	READ ACADEMY OF SACRAMENTO	SETTLEMENT AGREEMENT - 23/24 INVOICE	SPECIAL EDUCATION DEPARTMENT	01	2,200.00
P25-00776	EPIC SPORTS INC	AFTERSCHOOL SPORTS FOR FLAG FOOTBALL	NEW JOSEPH BONNHEIM	09	375.96
P25-00777	JUDY YIMITING WONG dba TOPS PEN CO	ATTENDANCE STUDENT INCENTIVES	SUY:U ELEMENTARY	01	879.32
P25-00778	QUAISAR ENTERPRISES LLC dba HEALTH PRODUCTS FOR YOU	MED SUPPLIES FOR CATHRINE LAMM	CAREER & TECHNICAL PREPARATION	01	126.00
P25-00779	PRO-ED INC	SPEECH PROTOCOLS	SPECIAL EDUCATION DEPARTMENT	01	123.75
P25-00780	MAKEMUSIC INC	INTERACTIVE SHEET MUSIC-BAND,ORCHESTRA AND CHOIR	WILL C. WOOD MIDDLE SCHOOL	01	477.90
P25-00781	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	SPEECH MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	4,150.77
P25-00782	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PROTOCOL - PSYCH	SPECIAL EDUCATION DEPARTMENT	01	1,327.32
P25-00783	AMAZON CAPITAL SERVICES	EHS AMAZON - MANNY - LORENA 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	149.16
P25-00784	ALL WEST COACHLINES INC	FIELD TRIPS C. ANTRIM 10/22 & S. SINGER 10/23 RHS	CAREER & TECHNICAL PREPARATION	01	3,511.21
P25-00785	AMAZON CAPITAL SERVICES	EHS AMAZON - SUZIE - LORENA 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	447.57
P25-00786	AMAZON CAPITAL SERVICES	SUPPLIES FOR ART CLASS 2024-25SY	MIWOK MIDDLE SCHOOL	01	666.14
P25-00787	AMAZON CAPITAL SERVICES	NEW CLASSROOM - CAROLINE WENZEL - #2	SPECIAL EDUCATION DEPARTMENT	01	596.65
P25-00788	ANIXTER INC	SERNA CENTER HARDWARE	FACILITIES MAINTENANCE	01	9,234.02
P25-00789	ODP BUSINESS SOLUTIONS LLC	FB WIRELESS CHARGING STATION - CASSANDRA K-T	EARLY LEARNING & CARE PROGRAMS	12	108.20
P25-00790	ODP BUSINESS SOLUTIONS LLC	DRY ERASE WHITEBOARD	WEST CAMPUS	01	74.81
P25-00791	PACIFIC OFFICE AUTOMATION	RISO SUPPLIES FOR COPYING	ALICE BIRNEY WALDORF - K-8	01	249.63
P25-00792	Two Way Direct, Inc.	2-WAYS RADIO BATTERIES FOR SCHOOL SECURITY	CAMELLIA BASIC ELEMENTARY	01	501.54
P25-00793	POWERWERX INC	ROBOTICS MATERIALS FOR INSTRUCTION	ENGINEERING AND SCIENCES HS	01	667.14
P25-00794	CHARTER AMERICA	ROSEMONT HS BUSSING TO MUSIC FESTIVAL	CURRICULUM & PROF DEVELOP	01	2,332.80

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00795	AMAZON CAPITAL SERVICES	ART SUPPLIES FOR ART CLASS AT ELDER CREEK 24-25SY	ELDER CREEK ELEMENTARY SCHOOL	01	468.50
P25-00796	3 FORTY INC	COMMUNITY FAIR AT LEONARDO DA VINCI 10/5/24	COMMUNICATIONS OFFICE	01	1,520.00
P25-00797	AMAZON CAPITAL SERVICES	NEW CLASSROOM - TAHOE PRE-K 2024-25 SY	SPECIAL EDUCATION DEPARTMENT	01	78.26
P25-00798	AMAZON CAPITAL SERVICES	JCBA INSTRUCTIONAL MATERIALS 2024-25SY	HIRAM W. JOHNSON HIGH SCHOOL	01	565.72
P25-00799	AMAZON CAPITAL SERVICES	CLASSROOM MATERIAL - ██████████ 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	95.64
P25-00800	AMAZON CAPITAL SERVICES	FLAGS: U.S. & CALIFORNIA FLAGS 2024-25SY	CAMELLIA BASIC ELEMENTARY	01	107.64
P25-00801	BROADWAY SACRAMENTO	GWC HAMILTON FIELD TRIP	YOUTH DEVELOPMENT	01	2,832.50
P25-00802	PREMIER FOOD SAFETY	PREMIER FOOD SAFETY CARDS FOR JULIE B.	CAREER & TECHNICAL PREPARATION	01	556.00
P25-00803	CDW GOVERNMENT	Google Workspace	ACADEMIC OFFICE	01	129,116.00
P25-00804	AMAZON CAPITAL SERVICES	NEW CLASSROOM - JOHN STILLS K-8 #2	SPECIAL EDUCATION DEPARTMENT	01	574.24
P25-00805	AMAZON CAPITAL SERVICES	NEW CLASSROOM - JOHN STILLS K-8 #3 24-25SY	SPECIAL EDUCATION DEPARTMENT	01	172.36
P25-00806	ODP BUSINESS SOLUTIONS LLC	OFFICE & ROOM SUPPLIES - HOMELESS EDUCATION SER	STUDENT SUPPORT&HEALTH SRVCS	01	3,007.31
P25-00807	AMAZON CAPITAL SERVICES	WINDOW CLINGS/ ICE MACHINE FILTER 24-25SY	WEST CAMPUS	01	448.77
P25-00808	RIFTON EQUIPMENT	██████ MATERIAL - ██████████ TAHOE 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	2,614.09
P25-00809	4 IMPRINT INC	CAC MEETING MATERIAL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,425.07
P25-00810	CURRICULUM ASSOCIATES LLC	QUICK-WORD HANDBOOKS 2024-25SY	GOLDEN EMPIRE ELEMENTARY	01	178.43
P25-00811	JENNIFER COYLE	Reimbursement for Graduation Supplies	SAC NEW TECH EARLY COLLEGE HS	09	439.05
P25-00812	RIVERSIDE PUBLISHING CO INC	PROTOCOL - TEST	SPECIAL EDUCATION DEPARTMENT	01	6,803.07
P25-00813	JET MULCH INC	EDWARD KEMBLE PRESCHOOL JET MULCH	EARLY LEARNING & CARE PROGRAMS	12	1,061.00
P25-00814	AMAZON CAPITAL SERVICES	1-ART SUPPLIES FOR ART CLASS ELDER CREEK	ELDER CREEK ELEMENTARY SCHOOL	01	340.63
P25-00815	MATTERHACKERS INC	E. VALADEZ, MaD PATHWAY FILAMENT BUNDLES@JFK	CAREER & TECHNICAL PREPARATION	01	3,211.81
P25-00816	SCUSD - US BANK CAL CARD	JULY 2024 CAL CARD RECONCILIATION FOR J. KRET	STUDENT ATTEND & ENGAGE OFFICE	01	254.62
P25-00817	AMAZON CAPITAL SERVICES	3-ART SUPPLIES FOR ART CLASS ELDER CREEK 3	ELDER CREEK ELEMENTARY SCHOOL	01	351.23
P25-00818	AMAZON CAPITAL SERVICES	CAC MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	190.41
P25-00819	AMAZON CAPITAL SERVICES	CAC MATERIAL ██████████	SPECIAL EDUCATION DEPARTMENT	01	91.47

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00820	AMAZON CAPITAL SERVICES	AUDIOLOGY MATERIAL - [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	474.66
P25-00821	AMAZON CAPITAL SERVICES	CBI MATERIAL [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	876.92
P25-00822	AMAZON CAPITAL SERVICES	NEW CLASSROOM - BOWLING GREEN McCOY	SPECIAL EDUCATION DEPARTMENT	01	376.02
P25-00823	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	CAMERAS FOR YEARBOOK CLASS	MIWOK MIDDLE SCHOOL	01	2,029.49
P25-00824	SCHOOL SPECIALTY LLC	SCHOOL SPECIALITY -PAY OVERDUE INVOICES	PACIFIC ELEMENTARY SCHOOL	01	3,941.13
P25-00825	CURRICULUM ASSOCIATES LLC	I-READY STUDENT LESSONS	HUBERT H BANCROFT ELEMENTARY	01	10,920.00
P25-00826	CDW GOVERNMENT	HOMELESS DEPT'S MONITOR	STUDENT SUPPORT&HEALTH SRVCS	01	260.23
P25-00827	CDW GOVERNMENT	SPED SELPA MATERIAL [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	1,322.47
P25-00828	CDW GOVERNMENT	VMware Support Renewal - 24-25	TECHNOLOGY SERVICES	01	30,464.00
P25-00829	CDW GOVERNMENT	DESKTOP FOR CLERK	MATSUYAMA ELEMENTARY SCHOOL	01	1,057.66
P25-00830	GRAINGER INC	Desks for ECD Pathway @ RHS	CAREER & TECHNICAL PREPARATION	01	1,170.29
P25-00831	IXL LEARNING INC	Math & ELA IXL license	PHOEBE A HEARST BASIC ELEM.	01	10,313.00
P25-00832	FOLLETT SOFTWARE	Follett Add'l Licenses: A. Legion, Health Profess.	TECHNOLOGY SERVICES	01	2,638.10
P25-00833	RENAISSANCE LEARNING INC	RENAISSANCE AR FOR K-6TH	SUY:U ELEMENTARY	01	4,751.40
P25-00834	APPLE INC	Apple Magic Mouse for Superintendent	TECHNOLOGY SERVICES	01	85.91
P25-00835	THE ART OF EDUCATION UNIV.	Online PRO Learning/FLEX Learning	ACADEMIC OFFICE	01	6,090.00
P25-00836	VISION21 SOLUTION	SOFTWARE FOR CLASSROOM MANAGEMENT	LUTHER BURBANK HIGH SCHOOL	01	266.44
P25-00837	STUDIOS FOR THE PERFORMING ARTS OPERATING CO	PERFORMERS READY! LICENSES	VAPA SECTION	01	8,000.00
P25-00838	LAKESHORE LEARNING MATERIALS	CLASSROOM SUPPLIES, LISBON - MIKAELA	EARLY LEARNING & CARE PROGRAMS	12	1,214.96
P25-00839	SCUSD - US BANK CAL CARD	COE ACCREDITATION PRE-VISIT-HOTEL	CHARLES A. JONES CAREER & ED	11	611.81
P25-00840	GOODHEART WILLCOX PUBLISHER	TEXTBOOKS & WORKBOOK FOR DANIEL CACHO	CAREER & TECHNICAL PREPARATION	01	2,352.68
P25-00841	MICHAEL'S TRANSPORTATION	PACIFIC -MICHAEL'S TRANS SERVICE INVOICE #436402	PACIFIC ELEMENTARY SCHOOL	01	1,850.00
P25-00842	PACIFIC OFFICE AUTOMATION	POA MAINTENANCE CONTRACT	MATSUYAMA ELEMENTARY SCHOOL	01	462.19
P25-00843	SCUSD - PURCHASING CAL CARD	CADA LDRSHP CONF REG 2024	UMOJA INTERNATIONAL ACADEMY	01	360.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00844	CACHE VALLEY BANK TRUSTEE FBO ARBITER PAY DEPOSITS	2025 REFEREE SVCS - L. BURBANK HS SPORTS PROGRAM	EQUITY/ACCESS & EXCELLENCE	01	25,000.00
P25-00845	CACHE VALLEY BANK TRUSTEE FBO ARBITER PAY DEPOSITS	2025 REFEREE SVCS - ROSEMONT HS SPORTS PROGRAM	EQUITY/ACCESS & EXCELLENCE	01	30,000.00
P25-00846	CACHE VALLEY BANK TRUSTEE FBO ARBITER PAY DEPOSITS	2025 REFEREE SVCS - HIRAM JOHNSON HS SPORTS PROGRA	EQUITY/ACCESS & EXCELLENCE	01	25,000.00
P25-00847	CACHE VALLEY BANK TRUSTEE FBO ARBITER PAY DEPOSITS	2025 REFEREE SVCS - CK MCCLATCHY HS SPORTS PROGRAM	EQUITY/ACCESS & EXCELLENCE	01	30,000.00
P25-00848	CACHE VALLEY BANK TRUSTEE FBO ARBITER PAY DEPOSITS	2025 REFEREE SVCS - JOHN F. KENNEDY HS SPORTS PROG	EQUITY/ACCESS & EXCELLENCE	01	26,000.00
P25-00849	BARCODES LLC	Site Library Barcodes	LIBRARY/TEXTBOOK SERVICES	01	973.56
P25-00850	HOUGHTON MIFFLIN HARCOURT PUBL ISHING CO	MATH INTERVENTION MATERIALS	OAK RIDGE ELEMENTARY SCHOOL	01	367.54
P25-00851	JOSTENS INC	DIPLOMA COVERS FOR 23/24 SCHOOL YEAR	CAPITAL CITY SCHOOL	01	561.10
P25-00852	MICHAEL'S TRANSPORTATION	BUS FOR AEROSPACE FIELD TRIP	ENGINEERING AND SCIENCES HS	01	1,424.00
P25-00853	ALL WEST COACHLINES INC	CHARTER BUS FOR THEATRE/MUSIC FT	A. M. WINN - K-8	01	1,236.90
P25-00854	CALIFORNIA CHARTER AUTHORIZING PROFESSIONALS	2024-25 CCAP ANNUAL MEMBERSHIP FEES	CONTINUOUS IMPRVMT & ACNTBLTY	01	500.00
P25-00855	PACIFIC OFFICE AUTOMATION	INK FOR RISO	GENEVIEVE DIDION ELEMENTARY	01	233.98
P25-00856	PACIFIC OFFICE AUTOMATION	RISO PRODUCTS	SUTTERVILLE ELEMENTARY SCHOOL	01	656.42
P25-00857	ODP BUSINESS SOLUTIONS LLC	PURCHASE OF MATERIALS FOR MLD	MULTILINGUAL EDUCATION DEPT.	01	152.21
P25-00858	GRAINGER INC	HAND TRUCK	ALBERT EINSTEIN MIDDLE SCHOOL	01	515.39
P25-00859	ULINE	STORAGE - HOMELESS EDUCATION SERVICES	STUDENT SUPPORT&HEALTH SRVCS	01	7,174.77
P25-00860	SCUSD - US BANK CAL CARD	VARIFAX SYSTEMS/ RETURN ITEM	SUTTERVILLE ELEMENTARY SCHOOL	01	32.82
P25-00861	CURRICULUM ASSOCIATES LLC	I-READY STUDENT INSTRUCTION 24-25	EDWARD KEMBLE ELEMENTARY	01	15,120.00
P25-00862	ZAJIC APPLIANCE SERVICE INC	REPLACEMENT REFRIGERATOR	ACCELERATED ACADEMY	01	939.99
P25-00863	J'S COMMUNICATIONS INC	REPLACEMENT BATTERIES FOR RADIOS	FERN BACON MIDDLE SCHOOL	01	385.01
P25-00864	TMA LASER GROUP INC	INK - LIBRARY 24-25	AMERICAN LEGION HIGH SCHOOL	01	164.60

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P25-00865	PROBOTIX	CNC CONTROLLER FOR ENGINEERING PATHWAY	CAREER & TECHNICAL PREPARATION	01	3,414.84
P25-00866	FRESHWORKS INC.	Freshdesk - Helpdesk System	TECHNOLOGY SERVICES	01	14,748.10
P25-00867	CDW GOVERNMENT	ERIN'S TV-INVOICE SUBMITTED IN LATE JUNE	CURRICULUM & PROF DEVELOP	01	800.00
P25-00868	RENAISSANCE LEARNING INC	24-25 ACCELERATED READER SUBSCRIPTION	WILL C. WOOD MIDDLE SCHOOL	01	6,751.00
P25-00869	LITERACY RESOURCE LLC dbaHEGGE RTY PHONEMIC	PHONEMIC AWARENESS CURRICULUM	ELDER CREEK ELEMENTARY SCHOOL	01	311.73
P25-00870	LIVE BINDERS	████ MATERIAL - DIGITAL SUBSCRIPTION █████	SPECIAL EDUCATION DEPARTMENT	01	395.00
P25-00871	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	INSTRUCTIONAL MATERIALS	JOHN BIDWELL ELEMENTARY	01	1,110.49
P25-00872	LAKESHORE LEARNING MATERIALS	TK/KINDER MATS	YOUTH DEVELOPMENT	01	10,724.54
P25-00873	LITZA COUGHLIN dba GRAPHIC PRO MOTIONS	CK DESIGN PRINTED T-SHIRTS-CK	NUTRITION SERVICES DEPARTMENT	13	32,896.89
P25-00874	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SERVICES DECOR	STUDENT SUPPORT&HEALTH SRVCS	01	286.44
P25-00875	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SERVICES BEDDING	STUDENT SUPPORT&HEALTH SRVCS	01	536.80
P25-00876	SOFTCHOICE CORP	Adobe Creative Cloud for Enterprise Renewal 24-25	TECHNOLOGY SERVICES	01	12,475.00
P25-00877	STUDIOS FOR THE PERFORMING ARTS OPERATING CO	Online platform for arts education Subscription	VAPA SECTION	01	16,675.00
P25-00878	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SERVICES KITCHEN	STUDENT SUPPORT&HEALTH SRVCS	01	959.06
P25-00879	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SERVICES SERVINGWARE	STUDENT SUPPORT&HEALTH SRVCS	01	809.45
P25-00880	PREMIER FOOD SAFETY	PREMIER FOOD SAFETY CARDS FOR MARIA RASUL	CAREER & TECHNICAL PREPARATION	01	377.91
P25-00881	LUX BUS AMERICA CO	CHARTER BUS FOR SLY PARK 24/25	ABRAHAM LINCOLN ELEMENTARY	01	5,685.70
P25-00882	PACIFIC OFFICE AUTOMATION	RISO 4J00491/4J00490 PARTS AND LABOR	FERN BACON MIDDLE SCHOOL	01	1,373.82
P25-00883	CASA DE ESPANOL	2 SPANISH CLASSES FOR THE FALL	ETHEL PHILLIPS ELEMENTARY	01	710.00
P25-00884	FOLLETT CONTENT SOLUTIONS LLC	AB Health Professions Library book order	LIBRARY/TEXTBOOK SERVICES	01	2,647.54
P25-00885	KLINE MUSIC INC	UKULELE BUNDLE BAGS - BAND 2024-25SY	MIWOK MIDDLE SCHOOL	01	106.50
P25-00887	SCHOOL SPECIALTY LLC	CLAY FOR ART ELECTIVE	ALBERT EINSTEIN MIDDLE SCHOOL	01	160.50

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**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00888	NATUREBRIDGE	DEPOSIT FOR 6TH GRADE SCIENCE CAMP TRIP 2 CLASSES	ALICE BIRNEY WALDORF - K-8	01	12,815.50
P25-00889	NATUREBRIDGE GGNRA	NATUREBRIDGE 2024-25	NICHOLAS ELEMENTARY SCHOOL	01	8,020.00
P25-00890	AMAZON CAPITAL SERVICES	AMAZON TEACHER CHALKBOARD PLASTIC BINS	ROSA PARKS MIDDLE SCHOOL	01	185.52
P25-00891	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SERVICES BOWLS	STUDENT SUPPORT&HEALTH SRVCS	01	73.57
P25-00892	AMAZON CAPITAL SERVICES	FOLDABLE WAGON {COUNSELING}	JOHN F. KENNEDY HIGH SCHOOL	01	118.19
P25-00893	THE HOME DEPOT PRO	APPROVED SPR25-011 EARL WARREN - MURAL 24-25	EARL WARREN ELEMENTARY SCHOOL	01	1,457.39
P25-00894	AMADOR STAGE LINES INC	CHARTER BUS	ISADOR COHEN ELEMENTARY SCHOOL	01	1,423.24
P25-00895	AMAZON CAPITAL SERVICES	ASIN B084JC2TNZ PRIMARY COMP BKS 48PK	ROSA PARKS MIDDLE SCHOOL	01	306.93
P25-00896	SACRAMENTO COUNTY OFFICE OF ED UCATION, FINANCIAL SVCS	CLEAR ADMIN. SVC CREDENTIAL PROGRAM	HUMAN RESOURCE SERVICES	01	20,000.00
P25-00897	AMAZON CAPITAL SERVICES	SUPPLIES FOR SDC CLASS - YAGI	MIWOK MIDDLE SCHOOL	01	74.68
P25-00898	AMAZON CAPITAL SERVICES	SUPPLIES FOR YEARBOOK AND PHOTOGRAPHY CLASSES	MIWOK MIDDLE SCHOOL	01	1,035.04
P25-00899	AMAZON CAPITAL SERVICES	KINDER SDC CLASSROOM SUPPLIES	WASHINGTON ELEMENTARY SCHOOL	01	206.61
P25-00900	AMAZON CAPITAL SERVICES	ELLA, MAY AND LORENA	EARLY LEARNING & CARE PROGRAMS	12	494.67
P25-00901	AMAZON CAPITAL SERVICES	KEVIN NAKASHIMA/MATH LAB CLASS	JOHN H. STILL - K-8	01	294.72
P25-00902	CSUS PARKING SACRAMENTO STATE UNIVERSITY	CSUS PARKING PERMITS - TRANSITION CLASS 24-25SY	SPECIAL EDUCATION DEPARTMENT	01	481.00
P25-00903	GALLAUDET COLLEGE	DHH PRE K & KINDER MATERIAL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	436.84
P25-00904	ODP BUSINESS SOLUTIONS LLC	FRAME FOR SIGNS	LUTHER BURBANK HIGH SCHOOL	01	43.91
P25-00905	ODP BUSINESS SOLUTIONS LLC	FOLDING TABLES - TRAINER/HEALTH TABLE	LUTHER BURBANK HIGH SCHOOL	01	141.57
P25-00906	AMAZON CAPITAL SERVICES	ENCLOSED BULLETIN FOR CKM CAFETERIA 2024-25SY	NUTRITION SERVICES DEPARTMENT	13	607.62
P25-00907	DISCOVERY EDUCATION	MYSTERY SCIENCE SUBSCRIPTION	GENEVIEVE DIDION ELEMENTARY	01	1,795.00
P25-00908	GREAT MINDS PBC	Eureka Math Curriculum (Additional Materials)	GOLDEN EMPIRE ELEMENTARY	01	865.75
P25-00909	CDW GOVERNMENT	JILL THOM HP ELITE MINI 800 G9 COMPUTER DESKTOP	COUNSELING SERVICES	01	1,198.61

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00910	AMAZON CAPITAL SERVICES	R5635 CARRYOVER HOMELESS ED SRVS ELECTRONICS 24-25	STUDENT SUPPORT&HEALTH SRVCS	01	644.57
P25-00911	HAUGEN MFG INC dba OLYMPIC KIL NS	KILN FOR CERAMICS	ROSEMONT HIGH SCHOOL	01	15,687.50
P25-00912	AMAZON CAPITAL SERVICES	INK FOR TEACHER CLASSROOM 2024-25SY	EARL WARREN ELEMENTARY SCHOOL	01	119.02
P25-00913	SMILE MAKERS	TOOTHSAVERS FOR HEALTH OFFICE 2024-25SY	A. M. WINN - K-8	01	14.67
P25-00914	AMAZON CAPITAL SERVICES	SUPPLIES FOR ART CLASS 2024-25SY	WILL C. WOOD MIDDLE SCHOOL	01	102.72
P25-00915	PETERS, ROBERT	REIMB FOR KAMI CLASSROOM APP - SY 2024-25	LUTHER BURBANK HIGH SCHOOL	01	99.00
P25-00916	PACIFIC OFFICE AUTOMATION	**CONFIRMING**RISO SERVICE AGREEMENT	ALBERT EINSTEIN MIDDLE SCHOOL	01	107.75
P25-00917	PACIFIC OFFICE AUTOMATION	**CONFIRMING**RISO MAINTENANCE CONTRACT	ALBERT EINSTEIN MIDDLE SCHOOL	01	457.94
P25-00918	PACIFIC OFFICE AUTOMATION	PACIFIC OFFICE AUTOMATION MAINT AGRMT-2023-2024	CAMELLIA BASIC ELEMENTARY	01	244.69
P25-00919	PACIFIC OFFICE AUTOMATION	PACIFIC OFFICE AUTOMATION MAINT AGRMT-2024-2025	CAMELLIA BASIC ELEMENTARY	01	496.45
P25-00920	AMAZON CAPITAL SERVICES	SOCIAL WORKER SUPPLIES - STROBLE	MIWOK MIDDLE SCHOOL	01	461.65
P25-00921	AMAZON CAPITAL SERVICES	MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	10.86
P25-00922	AMAZON CAPITAL SERVICES	MATERIALS -	SPECIAL EDUCATION DEPARTMENT	01	26.70
P25-00923	AMAZON CAPITAL SERVICES	MATERIALS -	SPECIAL EDUCATION DEPARTMENT	01	45.84
P25-00924	AMAZON CAPITAL SERVICES	CLASSROOM MATERIAL - SOCIAL WORKERS #3	SPECIAL EDUCATION DEPARTMENT	01	45.01
P25-00925	ULINE	FRONT DOOR SLIP SAFETY ENTRY MATS	HOLLYWOOD PARK ELEMENTARY	01	617.72
P25-00926	WH DISTRIBUTING LLC	BACKPACKS FOR SOCIAL WORKER	AMERICAN LEGION HIGH SCHOOL	01	788.44
P25-00927	RIVERSIDE COMMUNITY CARE INC d ba MINDWISE INNOVATIONS	SOS FRO MIDDLE SCHS & HIGH SCHS 24-25 SUBSCRIPTION	STUDENT SUPPORT&HEALTH SRVCS	01	10,500.00
P25-00928	THE HOME DEPOT PRO	MINI FRIDGE	EDWARD KEMBLE ELEMENTARY	01	67.09
P25-00929	EL DORADO TRADING GROUP INC TH E BACH CO	CALCULATORS FOR MATH TEACHERS	C. K. McCLATCHY HIGH SCHOOL	01	652.05
P25-00930	GRAINGER INC	CROSSWALK AND LOCKER ROOM SAFETY	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,215.51
P25-00931	PACIFIC OFFICE AUTOMATION	RISO COPIER MAINTANCE	SAM BRANNAN MIDDLE SCHOOL	01	133.76

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00932	HOUGHTON MIFFLIN HARCOURT PUBL ISHING CO	INSTRUCTIONAL MATERIAL-DIGITAL LICENSE	SAM BRANNAN MIDDLE SCHOOL	01	442.00
P25-00933	RIFTON EQUIPMENT	█ MATERIAL █ SUTTERVILLE 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	3,662.17
P25-00934	LEXIA LEARNING SYSTEMS LLC	LITERACY PROGRAM FOR EL	CALIFORNIA MIDDLE SCHOOL	01	13,800.00
P25-00935	KOMBAT SOCCER INC	BASKETBALL UNIFORMS	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,558.37
P25-00936	KOMBAT SOCCER INC	FOOTBALL/VOLLEYBALL ADDITIONAL SHIRTS	ALBERT EINSTEIN MIDDLE SCHOOL	01	568.31
P25-00937	TEACHER SYNERGY LLC	TPt School Access	SAC NEW TECH EARLY COLLEGE HS	09	1,800.00
P25-00938	SCUSD - US BANK CAL CARD	CLIFTON STRENGTHS TOP 5 CON'T 2	STUDENT SUPPORT&HEALTH SRVCS	01	199.92
P25-00939	AMAZON CAPITAL SERVICES	PORTABLE FUEL TANK 116GAL 2024-25SY	FACILITIES MAINTENANCE	01	1,303.91
P25-00940	TAYLOR & FRANCIS GROUP, LLC	JACOB'S LADDERS READING COMPREHENSION 2024-25SY	GIFTED AND TALENTED EDUCATION	01	260.87
P25-00941	AMAZON CAPITAL SERVICES	R5635 CARRYOVER - HOMELESS ED SRV SETUP 24-25	STUDENT SUPPORT&HEALTH SRVCS	01	2,813.66
P25-00942	FOLLETT CONTENT SOLUTIONS LLC	American Legion Library order	LIBRARY/TEXTBOOK SERVICES	01	1,986.05
P25-00943	AMAZON CAPITAL SERVICES	FOLDING DOLLY CARTS FOR NS STAFF USE 2024-25SY	NUTRITION SERVICES DEPARTMENT	13	733.95
P25-00944	AMAZON CAPITAL SERVICES	HEADPHONES FOR SPANISH CLASS 2024-25SY	LUTHER BURBANK HIGH SCHOOL	01	2,040.50
P25-00945	AMS.NET INC	Flex Support Hours	TECHNOLOGY SERVICES	01	10,000.00
P25-00946	TIMS BAND INSTRUMENT SERVICE	VIOLIN FOR ORCHESTRA 2024-25SY	MIWOK MIDDLE SCHOOL	01	319.28
P25-00947	GUITAR CENTER STORES INC WOODW IND & BRASSWIND	INSTRUMENTS TO REPLACE OLD ONES 24-25SY	C. K. McCLATCHY HIGH SCHOOL	01	6,029.10
P25-00948	BOOKS EN MORE	LIBRARY BOOKS FOR 24-25 SY	LUTHER BURBANK HIGH SCHOOL	01	618.12
P25-00949	NO TEARS LEARNING INC dba LEARNING WITHOUT TEARS	█ MATERIALS █ 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	109.70
P25-00950	AMAZON CAPITAL SERVICES	INSTRUCTIONAL SUPPLIES {HILL} 2024-25SY	JOHN F. KENNEDY HIGH SCHOOL	01	15.16
P25-00951	AMAZON CAPITAL SERVICES	HEADPHONES FOR SCHOOL 2024-25SY	NEW JOSEPH BONNHEIM	09	650.20
P25-00952	AMAZON CAPITAL SERVICES	NEW CLASSROOM - H.W. HARKNESS #4	SPECIAL EDUCATION DEPARTMENT	01	282.93
P25-00953	AMAZON CAPITAL SERVICES	NEW CLASSROOM - CAROLINE WENZEL - #3 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	175.76

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00954	AMAZON CAPITAL SERVICES	EHS AMAZON - LORENA-3 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	515.42
P25-00955	BYD COACH AND BUS LLC dba RID E COACH AND BUS	EV BUSES FOR TRANSPORTATION	TRANSPORTATION SERVICES	01	1,807,304.25
P25-00957	AMAZON CAPITAL SERVICES	EHS AMAZON - LORENA-4 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	642.29
P25-00958	PLAY WITH A PURPOSE	STUDENT PHYSICAL EDUCATION EQUIPMENT 2024-25SY	WASHINGTON ELEMENTARY SCHOOL	01	1,495.75
P25-00959	PLAY WITH A PURPOSE	PE GOPHER SPORT 2024-25SY	AMERICAN LEGION HIGH SCHOOL	01	1,905.93
P25-00960	ELECTRICK MOTORSPORTS	TREAT-AS-CONFIRMING: GOLFCART MAINTENANCE	C. K. McCLATCHY HIGH SCHOOL	01	1,145.49
P25-00961	SCOE FINANCIAL SERVICES	SLY PARK DEPOSIT	JOHN BIDWELL ELEMENTARY	01	1,500.00
P25-00962	MSC INDUSTRIAL SUPPLY CO	E. VALADEZ, MaD PATHWAY SUPPLES@JFK	CAREER & TECHNICAL PREPARATION	01	3,127.13
P25-00963	GEMA GODINA	LIBRARY STORAGE 24-25 SY	WASHINGTON ELEMENTARY SCHOOL	01	481.70
P25-00964	AMAZON CAPITAL SERVICES	BOOKS FOR TEAM BUILDING 2024-25SY	BUSINESS SERVICES	01	242.75
P25-00965	GAME ONE	TREAT-AS-CONFIRMING: GIRLS FLAG FOOTBALL UNIFORMS	C. K. McCLATCHY HIGH SCHOOL	01	5,914.04
P25-00966	FOLLETT CONTENT SOLUTIONS LLC	Prof Library Pinkerton Grant purchase	LIBRARY/TEXTBOOK SERVICES	01	748.38
P25-00967	ODP BUSINESS SOLUTIONS LLC	Printer For Classroom # 14	EARL WARREN ELEMENTARY SCHOOL	01	321.35
P25-00968	PACIFIC OFFICE AUTOMATION	RISO SUPPLIES	MIWOK MIDDLE SCHOOL	01	2,384.29
P25-00969	SCHOLASTIC	SCHOLASTIC	PONY EXPRESS ELEMENTARY SCHOOL	01	816.67
P25-00970	SCUSD - US BANK CAL CARD	GoDaddy WildCard Renewal myremote.scusd.edu 2 yrs	TECHNOLOGY SERVICES	01	199.98
P25-00971	NEARPOD INC	Nearpod/Flocabulary/21st Century: 24/25	CURRICULUM & PROF DEVELOP	01	239,000.00
P25-00972	AMAZON CAPITAL SERVICES	AMAZON OFFICE ORDERS for Cindy Tao	ACCOUNTING SERVICES DEPARTMENT	01	223.70
P25-00973	CURRICULUM ASSOCIATES LLC	I Ready Math books for 5/6th Graders	BRET HARTE ELEMENTARY SCHOOL	01	7,757.04
P25-00974	BASE10ASSETS, LLC	INST. SUPP. FOR EMMANUEL VALDEZ - MANUFACT.PATHWAY	CAREER & TECHNICAL PREPARATION	01	3,443.50
P25-00975	COLLEGE BOARD	COLLEGE BOARD MEMBERSHIP 2024-25	GIFTED AND TALENTED EDUCATION	01	400.00
P25-00976	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	982.31
P25-00977	LUX BUS AMERICA CO	LUXBUS AMERICA CHARTER BUS	LEATAATA FLOYD ELEMENTARY	01	5,417.94

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-00978	DELTAMATH SOLUTIONS INC	DELTAMATH INTEGRAL LICENSE FOR MATH SY 24-25	C. K. McCLATCHY HIGH SCHOOL	01	2,720.00
P25-00979	COUNTY OF SACRAMENTO ENVIRONME NTAL MGMT DEPT	HAZARDOUS WASTE FEE	JOHN F. KENNEDY HIGH SCHOOL	01	1,248.00
P25-00980	ATKINSON, ANDELSON, LOYA, RUUD & ROMO PROFESSIONAL CORP	FRISK BOOKS	BUSINESS SERVICES	01	380.38
P25-00981	AMAZON CAPITAL SERVICES	WHEEL WEIGHTS FOR ENGINEERING INST. 2024-25SY	ENGINEERING AND SCIENCES HS	01	22.50
P25-00982	ATKINSON, ANDELSON, LOYA, RUUD & ROMO PROFESSIONAL CORP	FRISK BOOKS FOR PROF. DEVL MNT ADMIN TRAINING	HUMAN RESOURCE SERVICES	01	9,991.88
P25-00983	ABA DABA RENTALS INC	RENT TABLES/ CHAIRS- COLLEGE FAIR 10/19/24	CAREER & TECHNICAL PREPARATION	01	2,100.25
P25-00984	SACRAMENTO CHILDRENS MUSEUM	TK FIELD TRIP SAC CHILDREN'S MUSEUM	OAK RIDGE ELEMENTARY SCHOOL	01	325.00
P25-00985	AMAZON CAPITAL SERVICES	NOTEBOOKS NEEDED FOR SCIENCE INST MAT. 2024-25SY	ENGINEERING AND SCIENCES HS	01	363.57
P25-00986	ROCHESTER 100 INC	TEACHER/PARENT COMMUNICATOR FOLDER	EARL WARREN ELEMENTARY SCHOOL	01	157.69
P25-00987	AMAZON CAPITAL SERVICES	TRANSLATOR DEVICE - EL DEPT 2024-25SY	UMOJA INTERNATIONAL ACADEMY	01	415.97
P25-00988	AMAZON CAPITAL SERVICES	OT MATERIALS - [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	130.18
P25-00989	JCJR CLOTHING AND APPAREL LLC	CANOPY FOR MOC EVENTS	ENROLLMENT CENTER	01	978.75
P25-00990	SCOE FINANCIAL SERVICES	SLY PARK 24/25	SUTTERVILLE ELEMENTARY SCHOOL	01	13,067.50
P25-00991	SNAPWIZ INC EDULASTIC	EDULASTIC RENEWAL-SUPPLEMENTAL TECH	FERN BACON MIDDLE SCHOOL	01	125.00
P25-00992	UNIVERSAL LIMOUSINE CO	KINDER FIELD TRIP 10/4-CHARTER BUS	BG CHACON ACADEMY	09	1,350.00
P25-00993	KOMBAT INK	TREAT-AS-CONFIRMING: BASEBALL CAPS	C. K. McCLATCHY HIGH SCHOOL	01	957.00
P25-00994	GAME ONE	TREAT-AS-CONFIRMING: FOOTBALL JERSEYS	C. K. McCLATCHY HIGH SCHOOL	01	6,767.58
P25-00995	GAME ONE	TREAT-AS-CONFIRMING: FOOTBALL UNIFORMS PANTS	C. K. McCLATCHY HIGH SCHOOL	01	3,211.00
P25-00996	SIERRA NEVADA JOURNEYS	SIERRA NEVADA JOURNEYS	LEATAATA FLOYD ELEMENTARY	01	14,362.00
P25-00997	JESSICA SRAN	AUDIOMETRY REIMBURSEMENT - SRAN	HEALTH SERVICES	01	600.00
P25-00998	SCUSD - US BANK CAL CARD	INDEED POSTING RECONCILIATION	NUTRITION SERVICES DEPARTMENT	13	420.55
P25-00999	ULINE	CULINARY ULINE ORDER 1	AMERICAN LEGION HIGH SCHOOL	01	920.60

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P25-01000	SCUSD - US BANK CAL CARD	AUGUST 2024 CAL CARD RECONCILIATION FOR J. KRET	STUDENT ATTEND & ENGAGE OFFICE	01	372.88
P25-01001	SHERIDAN O' NEAL	CONFIRMING REIMB SAFE ZONE GRANT	STUDENT SUPPORT&HEALTH SRVCS	01	661.05
P25-01002	ODP BUSINESS SOLUTIONS LLC	CART FOR COMMUNITY EVENTS	STUDENT ATTEND & ENGAGE OFFICE	01	554.85
P25-01003	ODP BUSINESS SOLUTIONS LLC	ODP OFFICE SUPPLIES	CONSOLIDATED PROGRAMS	01	95.57
P25-01004	APPLE INC	24-25 TEACHER LAPTOPS	OAK RIDGE ELEMENTARY SCHOOL	01	3,686.33
P25-01005	CDW GOVERNMENT	CLASSROOM TVS 24-25 SY	WASHINGTON ELEMENTARY SCHOOL	01	3,195.94
P25-01006	PACIFIC OFFICE AUTOMATION	RISO SUPPLIES 2024 - 2025	EARL WARREN ELEMENTARY SCHOOL	01	268.23
P25-01007	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	POSTER PRINTER PAPER FOR HP	PONY EXPRESS ELEMENTARY SCHOOL	01	97.84
P25-01008	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	HEADPHONES	ALBERT EINSTEIN MIDDLE SCHOOL	01	581.20
P25-01009	BULK BOOKSTORE	CLASSROOM NOVELS	GENEVIEVE DIDION ELEMENTARY	01	218.86
P25-01010	BULK BOOKSTORE	CLASSROOM NOVELS	GENEVIEVE DIDION ELEMENTARY	01	208.58
P25-01011	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC CLASSROOM MAGAZINES	CALEB GREENWOOD ELEMENTARY	01	990.00
P25-01012	KAMRAN & CO INC	MIKE COOLER-SCHOOL OF ENG & SCI	NUTRITION SERVICES DEPARTMENT	13	3,123.30
P25-01013	ROBYN CARDINALE	REIMB. ONLINE CURRICULUM (HEGGERTY)	SUY:U ELEMENTARY	01	106.79
P25-01014	FOG WILLOW FARMS	FOG WILLOW FIELD TRIP 10/15/2024-ELOP	BG CHACON ACADEMY	09	1,132.00
P25-01015	ERICA KATZ	GARDENING CLASS SUPPLIES	WASHINGTON ELEMENTARY SCHOOL	01	775.25
P25-01016	AMAZON CAPITAL SERVICES	NEW CLASSROOM -GOLDEN EMPIRE #5 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	487.44
P25-01017	[REDACTED]	PARENT REIMB [REDACTED] - TREAT AS CONFIRMING	SPECIAL EDUCATION DEPARTMENT	01	2,393.30
P25-01018	AMAZON CAPITAL SERVICES	EHS AMAZON - LORENA-1 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	231.13
P25-01019	SAFETY VISION LLC	SAFETY CAMERAS & INSTALLATION CONTRACT #210801	TRANSPORTATION SERVICES	01	449,120.83
P25-01020	RIVERSIDE PUBLISHING CO INC	PROTOCOL - TEST	SPECIAL EDUCATION DEPARTMENT	01	25,511.53
P25-01021	5 STAR STUDENTS LLC	RENEWAL PACKAGE	CALIFORNIA MIDDLE SCHOOL	01	1,850.00
P25-01022	ADAMS ESQ	SPED LEGAL FEES-CONFIRMING 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	22,500.00

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P25-01023	FOG WILLOW FARMS	ELOP-FOG WILLOWS FARM FIELD TRIP 10/1	BG CHACON ACADEMY	09	1,296.00
P25-01024	SCHOOL NURSE SUPPLY INC	HEALTH OFFICE SUPPLIES 2024-25SY	A. M. WINN - K-8	01	128.48
P25-01025	PRESTWICK HOUSE INC	CLASSROOM BOOK SET {REYNAGA} 2024-25SY	JOHN F. KENNEDY HIGH SCHOOL	01	146.12
P25-01026	FLINN SCIENTIFIC INC 33411	DNA MODEL FOR SCIENCE CLASS - ASHAT 24-25SY	MIWOK MIDDLE SCHOOL	01	96.79
P25-01027	CHUBUDDY LLC	██████ MATERIALS - ██████ 2024-25 SY	SPECIAL EDUCATION DEPARTMENT	01	44.05
P25-01028	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 2024-25SY	ALBERT EINSTEIN MIDDLE SCHOOL	01	792.88
P25-01029	SWEETWATER MUSIC INSTRUMENTS & PRO AUDIO	KEYBOARDS FOR MUSIC CLASS 2024-25SY	LUTHER BURBANK HIGH SCHOOL	01	2,174.58
P25-01030	US MARKERBOARD BRITE VISUAL PR ODUCTS INC	CUSTOM SLIDING CHALKBOARDS FOR SDC 5-8 NEW CLSRM	A. M. WINN - K-8	01	5,696.74
P25-01031	EAGLE TOWING INC	3 NS VEHICLES TOWED FOR SURPLUS	NUTRITION SERVICES DEPARTMENT	01	63.48
				13	253.92
P25-01032	CHEFS TOYS LLC	TWO DOORS FREEZER-CAROLINE WENZEL	NUTRITION SERVICES DEPARTMENT	13	7,068.80
P25-01033	CHEFS TOYS LLC	THREE DOORS FREEZER-F13-CALIFORNIA MIDDLE	NUTRITION SERVICES DEPARTMENT	13	9,315.46
P25-01034	MOANING CAVERNS OPERATING LLC dba MOANING CAVERNS ADVENTURE	FIELD TRIP RESERVATION/MOANING CAVERNS	A. M. WINN - K-8	01	666.03
P25-01035	POWERSCHOOL GROUP LLC	Prof. Learning LMS Integration 24/25	CURRICULUM & PROF DEVELOP	01	43,284.99
P25-01036	AAA GARMENTS & LETTERING INC	HMS ACADEMY- UNIFORMS 2024-25SY	HIRAM W. JOHNSON HIGH SCHOOL	01	1,309.10
P25-01037	CITY OF SACRAMENTO REVENUE DIV ISION	24-25 SY PARKING PERMIT	WASHINGTON ELEMENTARY SCHOOL	01	900.00
P25-01038	UPPER CRUST BAKING CO	TO PURCHASE BREAD FOR FARM TO FORK EVENT	NUTRITION SERVICES DEPARTMENT	61	1,137.40
P25-01039	ALL WEST COACHLINES	SCHOOL FIELD TRIP ALL WEST COACH USA	NEW JOSEPH BONNHEIM	09	7,880.25
P25-01040	ODP BUSINESS SOLUTIONS LLC	JCBA INSTRUCTIONAL MATERIALS 2024-25SY	HIRAM W. JOHNSON HIGH SCHOOL	01	1,603.54
P25-01041	STANLEY STEEMER-SACRAMENTO INC	REIMBURSE CARPET/TILE/FURNITURE CLEANING	HIRAM W. JOHNSON HIGH SCHOOL	01	535.00
P25-01042	CITY OF SACRAMENTO COLOMA COMM UNITY CTR	SOCCER FIELD DUES - OCTOBER 2024	ENGINEERING AND SCIENCES HS	01	42.00

\*\*\* See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



**Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-01043	COUNTY OF SACRAMENTO ENVIRONMENTAL MGMT DEPT	HAZARDOUS WASTE FEE	JOHN F. KENNEDY HIGH SCHOOL	01	696.00
P25-01044	SCUSD - US BANK CAL CARD	B STREET THEATRE 10-22-24	HIRAM W. JOHNSON HIGH SCHOOL	01	910.00
P25-01045	J'S COMMUNICATIONS INC	RADIO BATTERY REPLACEMENTS	ENGINEERING AND SCIENCES HS	01	196.51
P25-01046	AMAZON CAPITAL SERVICES	EHS AMAZON - LORENA-8 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	1,877.95
P25-01047	AMAZON CAPITAL SERVICES	REPLACEMENT LAPTOP BATTAERY 2024-25SY	FACILITIES SUPPORT SERVICES	01	61.34
P25-01048	AMAZON CAPITAL SERVICES	RECRUITMENT SUPPLIES (AMAZON) 2024-25SY	HUMAN RESOURCE SERVICES	01	116.51
P25-01049	APPLE INC	TEACHER CLASS TECHNOLOGY 24-25 SY	WASHINGTON ELEMENTARY SCHOOL	01	6,329.35
P25-01050	APPLE INC	MAC IPADS-EL	PONY EXPRESS ELEMENTARY SCHOOL	01	1,322.36
P25-01051	CDW GOVERNMENT	MANAGER LAPTOP (3)	FACILITIES MAINTENANCE	01	7,297.26
P25-01052	CDW GOVERNMENT	PRINTERS FOR CLASSROOMS	MIWOK MIDDLE SCHOOL	01	357.70
P25-01053	CDW GOVERNMENT	REPLACEMENT LAPTOP FOR LCS	SAFE SCHOOLS OFFICE	01	1,092.24
P25-01054	LAZEL INC dba LEARNING A-Z INC LLC	LEARNING A-Z	WOODBINE ELEMENTARY SCHOOL	01	323.00
P25-01055	TEACHER SYNERGY LLC	24-25 SITE SUBSCRIPTION TO TEACHERS PAY TEACHERS	WILL C. WOOD MIDDLE SCHOOL	01	4,664.10
P25-01056	AMAZON CAPITAL SERVICES	ROOM 4 SPECIALS ED PER TEACH FUNDS 2024-25SY	JOHN MORSE THERAPEUTIC	01	150.27
P25-01057	AMAZON CAPITAL SERVICES	BINDERS FOR BUDGET DEVELOPMENT 2024-25 SY	BUSINESS SERVICES	01	1,519.71
P25-01243	AMAZON CAPITAL SERVICES	STAFF SUPPORT - TRAINING 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	756.80
TB25-00015	J&C BOOKS	Additional Math & Science Texts	LIBRARY/TEXTBOOK SERVICES	01	8,657.59
TB25-00016	AMPLIFY	Additional 6th grade Science Textbooks	LIBRARY/TEXTBOOK SERVICES	01	6,412.77
<b>Total Number of POs</b>			<b>579</b>	<b>Total</b>	<b>12,552,368.25</b>

**Fund Recap**

Fund	Description	PO Count	Amount
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\*\*\* See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\*

**Fund Recap**

<b>Fund</b>	<b>Description</b>	<b>PO Count</b>	<b>Amount</b>
01	General Fund	502	11,407,219.96
09	Charter School	22	245,720.46
11	Adult Education	9	35,497.25
12	Child Development	16	9,961.62
13	Cafeteria	15	315,734.64
21	Building Fund	12	495,796.92
25	Developer Fees	2	40,300.00
61	Cafeteria Enterprise Fund	2	2,137.40
		<b>Total</b>	<b>12,552,368.25</b>

\*\*\* See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\*

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B25-00040	6,634.40	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	2,634.40
B25-00055	7,500.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	5,000.00
B25-00079	10,000.00	13-4710	Cafeteria/Food	40,000.00-
B25-00093	7,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	2,000.00
B25-00253	150,000.00	13-4710	Cafeteria/Food	100,000.00
B25-00254	150,000.00	13-4710	Cafeteria/Food	100,000.00-
B25-00258	110,000.00	13-4710	Cafeteria/Food	25,827.44
B25-00259	130,000.00	13-4710	Cafeteria/Food	68,038.40
B25-00316	10,000.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00
B25-00324	15,000.00	01-4320	General Fund/Non-Instructional Materials/Su	7,412.84
B25-00334	10,993.93	01-4320	General Fund/Non-Instructional Materials/Su	5,993.93
B25-00349	10,017.00	01-4320	General Fund/Non-Instructional Materials/Su	5,017.00
B25-00394	.00	01-5690	General Fund/Other Contracts, Rents, Leases	5,000.00-
B25-00412	20,000.00	01-4320	General Fund/Non-Instructional Materials/Su	10,000.00
B25-00418	35,000.00	01-4320	General Fund/Non-Instructional Materials/Su	25,000.00
B25-00517	180,000.00	13-4710	Cafeteria/Food	50,000.00-
B25-00549	150,000.00	13-4710	Cafeteria/Food	100,000.00
B25-00551	80,000.00	13-4710	Cafeteria/Food	50,000.00
B25-00596	100,000.00	13-4710	Cafeteria/Food	75,000.00
B25-00604	125,000.00	13-4710	Cafeteria/Food	50,000.00
B25-00640	105,000.00	13-4710	Cafeteria/Food	75,000.00-
B25-00654	12,000.00	01-4320	General Fund/Non-Instructional Materials/Su	7,000.00
B25-00659	121,690.00	01-4320	General Fund/Non-Instructional Materials/Su	37,500.00
B25-00709	400.00	01-4310	General Fund/Instructional Materials/Suppli	300.00
CHB25-00020	9,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB25-00195	500.00	01-4310	General Fund/Instructional Materials/Suppli	300.00
CS22-00392	373,300.00	21-6170	Building Fund/Land Improvement	1,650.00
CS23-00625	180,225.00	21-6272	Building Fund/Construction Management Fees	21,475.00
CS24-00468	8,250.00	21-6250	Building Fund/Other Costs (Planning)	4,000.00
CS24-00530	107,111.00	21-6170	Building Fund/Land Improvement	33,336.00
CS24-00599	1,508,736.00	21-6210	Building Fund/Architect/Engineering Fees	80,736.00
CS25-00020	32,300.00	01-5800	General Fund/Other Contractual Expenses	12,300.00
CS25-00089	26,000.00	21-6280	Building Fund/Construction Testing	15,000.00
CS25-00095	75,000.00	01-5800	General Fund/Other Contractual Expenses	70,000.00
CS25-00103	25,000.00	01-5800	General Fund/Other Contractual Expenses	10,000.00
CS25-00119	8,000.00	21-6170	Building Fund/Land Improvement	1,200.00
P23-04459	57,483.15	21-6200	Building Fund/Buildings (Improvements)	3,258.15
P24-00041	15,897,233.50	21-6200	Building Fund/Buildings (Improvements)	.00
P24-00967	58,869,642.00	21-6200	Building Fund/Buildings (Improvements)	49,894,922.13

\*\*\* See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 09/15/2024 - 10/14/2024 \*\*\*

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P24-03397	11,496.43	21-5610	Building Fund/Equipment Rental	3,023.25
P24-03690	1,800.78	01-4410	General Fund/Equipment \$500 - \$4,999	.00
P24-04204	6,804.63	21-5610	Building Fund/Equipment Rental	2,378.76
P25-00076	1,355.00	13-5800	Cafeteria/Other Contractual Expenses	1,570.00-
P25-00273	6,151.26	12-4310	Child Development/Instructional Materials/Suppli	360.00
P25-00351	8,678.25	13-5800	Cafeteria/Other Contractual Expenses	128.25
P25-00376	3,785.41	01-4310	General Fund/Instructional Materials/Suppli	128.97-
P25-00440	170.69	12-4320	Child Development/Non-Instructional Materials/Su	32.62-
P25-00471	28,000.00	21-5800	Building Fund/Other Contractual Expenses	2,000.00
P25-00527	217.49	01-4320	General Fund/Non-Instructional Materials/Su	130.50-
P25-00583	1,285.10	01-4320	General Fund/Non-Instructional Materials/Su	128.92
			<b>Total PO Changes</b>	<b><u><u>50,470,058.38</u></u></b>

Information is further limited to: (Minimum Amount = (999,999,999.00))

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1f

**Meeting Date:** November 21, 2024

**Subject:** Approve 2024-2025 Legal Contracts Increase Request

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve attached legal contract increase requests for Fagen Friedman and Fulfrst LLP (F3), Lozano Smith, and Dannis Woliver Kelly law firms to provide legal services for the 2024-2025 fiscal year.

**Background/Rationale:** On June 20, 2024, the Board approved contracts of firms to provide advice and counsel to the Board of Education and staff on various matters to ensure compliance and diligence on all matters related to the provision of educational services.

**Financial Considerations:** Please refer to the attached matrix establishing annual 'not to exceed amounts' by department. These amounts are the maximum authority provided through board approval and cannot be exceeded without an increase approved by the board. The total authority provided for 2024-25 school year legal services is \$3,700,000.00, and requesting a total increase of \$950,000.00.

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

- SCUSD Legal Contracts Increase Request Matrix

**Estimated Time:** N/A

**Submitted by:** Janea Marking, Chief Business and Operations Officer

**Approved by:** Lisa Allen, Superintendent



2024-25 SCUSD Legal Contracts				
Cabinet		DWK	F3 Law	Lozano Smith
Superintendent - Approved	2024-25 Annual Not to Exceed Amount	--	\$75,000	\$25,000
Superintendent - Increase	Superintendent Operations	--	--	\$50,000
Board of Education - Approved	2024-25 Annual Not to Exceed Amount	--	\$150,000	\$150,000
Deputy Superintendent - Approved	2024-25 Annual Not to Exceed Amount	--	\$350,000	\$75,000
	Charter Schools 2024-25 Annual Not to Exceed Amount	--	\$100,000	--
Deputy Superintendent - Increase	Deputy Operations		\$150,000	\$400,000
Chief Academic Officer - Approved	2024-25 Annual Not to Exceed Amount	--	\$325,000	--
	Special Education 2024-25 Annual Not to Exceed Amount	--	\$525,000	\$350,000
Chief Academic Officer - Increase	Special Education			\$200,000
Chief Business and Operations Officer - Approved	Business 2024-25 Annual Not to Exceed Amount	\$40,000	\$150,000	--
	Operations 2024-25 Annual Not to Exceed Amount	\$100,000	\$100,000	\$50,000
Chief Business and Operations Officer - Increase	Business			\$50,000
Chief Communication Officer - Approved	2024-25 Annual Not to Exceed Amount	--	\$25,000	--
Chief Human Resources Officer - Approved	Human Resources 2024-25 Annual Not to Exceed Amount	--	\$900,000	\$100,000
	Labor Relations 2024-25 Annual Not to Exceed Amount	--	\$80,000	\$20,000
Chief Human Resources Officer - Increase	Human Resources			\$100,000
Chief Technology Officer - Approved	2024-25 Annual Not to Exceed Amount	--	\$10,000	--
	Totals	\$140,000	\$2,940,000	\$1,570,000
			<b>Total Initial Approval</b>	<b>\$3,700,000</b>
			<b>Total Increases</b>	<b>\$950,000</b>
			<b>Total All</b>	<b>\$4,650,000</b>



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1g

**Meeting Date:** November 21, 2024

**Subject:** Approve Resolution No. 3464: Resolution Regarding Board Stipends

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Board of Education

**Recommendation:** Approve Resolution No. 3464: Resolution Regarding Board Stipends.

**Background/Rationale:** Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment due to absence resulting from hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Resolution No. 3464: Resolution Regarding Board Stipends

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Board Office <b>Approved by:</b> Lisa Allen, Interim Superintendent</p>
--

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3464**

**RESOLUTION REGARDING BOARD STIPENDS**

**WHEREAS**, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

**WHEREAS**, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 21st day of November, 2024, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

---

Lisa Allen  
Secretary of the Board of Education

---

Lavinia Grace Phillips  
President of the Board of Education

**ATTACHMENT A**

**RESOLUTION NO. 3464**

1. Absence Due to Other Duties: Stipends are authorized to the following Board member(s) due to a hardship deemed acceptable by the Board:
  - a. Board member Jasjit Singh for the Regular Board meeting on November 21, 2024.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1h

**Meeting Date:** November 21, 2024

**Subject:** Approve Resolution No. 3465: Resolution Regarding Board Stipends

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Board of Education

**Recommendation:** Approve Resolution No. 3465: Resolution Regarding Board Stipends.

**Background/Rationale:** Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment due to absence resulting from hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Resolution No. 3465: Resolution Regarding Board Stipends

**Estimated Time of Presentation:** N/A

**Submitted by:** Board Office

**Approved by:** Lisa Allen, Interim Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3465**

**RESOLUTION REGARDING BOARD STIPENDS**

**WHEREAS**, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

**WHEREAS**, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 21st day of November, 2024, by the following vote:

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

---

Lisa Allen  
Secretary of the Board of Education

---

Lavinia Grace Phillips  
President of the Board of Education

**ATTACHMENT A**

**RESOLUTION NO. 3465**

1. Absence Due to Other Duties: Stipends are authorized to the following Board member(s) due to a hardship deemed acceptable by the Board:
  - a. Board member Taylor Kayatta for the Regular Board meeting on October 24, 2024.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1i

**Meeting Date:** November 21, 2024

**Subject:** Approve Minutes for the October 24, 2024 Regular Board of Education Meeting

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Superintendent's Office

**Recommendation:** Approve Minutes for the October 24, 2024, Regular Board of Education Meeting.

**Background/Rationale:** None

**Financial Considerations:** None

**LCAP Goal(s):** Family and Community Empowerment

**Documents Attached:**

1. Minutes of the October 24, 2024, Regular Board of Education Meeting

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Lisa Allen, Superintendent <b>Approved by:</b> Lisa Allen, Superintendent</p>
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Putting  
Children  
First

# BOARD OF EDUCATION MEETING AND WORKSHOP

**Thursday, October 24, 2024**

**5:00 p.m. Closed Session**

**6:00 p.m. Open Session**

**Board of Education Members**

*Lavinia Grace Phillips, President (Trustee Area 7)*

*Jasjit Singh, Vice President (Trustee Area 2)*

*Chinua Rhodes, Second Vice President (Trustee Area 5)*

*Tara Jeane (Trustee Area 1)*

*Christina Pritchett (Trustee Area 3)*

*Jamee Villa (Trustee Area 4)*

*Taylor Kayatta (Trustee Area 6)*

*Justine Chueh-Griffith, Student Member*

**Serna Center**

*Community Conference Rooms*

*5735 47<sup>th</sup> Avenue*

*Sacramento, CA 95824*

## ***MINUTES***

**2024/25-5**

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 5:00 p.m.*

*Members Present:*

*Member Rhodes*

*Member Phillips*

*Member Pritchett*

*Member Jeane*

*Member Villa*

*Members Absent:*

*Member Kayatta*

*Member Singh*

*Student Board Member Chueh-Griffith*

**2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE  
DISCUSSED IN CLOSED SESSION**

*Mo Kashmiri*

*Jim Riffel*

*Debra Durazo*

*Leah Bonnett*

**3.0 CLOSED SESSION**

***While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.***

**3.1 Government Code 54956.9 - Conference with Legal Counsel:**

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Three Potential Cases)*
  - b) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2024071050, OAH Case No. 2024070465, & OAH Case No 2024080121)*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)*
  - 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*
  - 3.4 *Education Code 35146- The Board will hear staff recommendation on the following student expulsions from 24-25: Expulsions #4 & #5 2024/2025 (David Van Natten)*
  - 3.5 *Education Code 49070—Consideration of Student Records Challenge*

**4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The meeting was called back to order at 6:38 p.m.*

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student introduced by Board Member Jamee Villa*

**5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*There were 3 announcements that came out of closed session.*

- *The Board approved two settlement agreements related to special education services one by a vote of 5-0 with Members Singh and Kayatta absent, and one by a vote of 6-0 with Member Singh absent.*
- *The Board approved a settlement agreement related to OAH Case No. 2024080121 by a vote of 6-0 with Members Singh absent.*
- *The Board denied in part and sustained in part an appeal of student records by a vote of 5-2 with Members Pritchett and Villa voting against the action.*

**6.0 AGENDA ADOPTION**

*The Board adopted the agenda unanimously.*

## **7.0 PUBLIC COMMENT**

*Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to [publiccomment@scusd.edu](mailto:publiccomment@scusd.edu); (2) submitted in writing through the district's website at <https://www.scusd.edu/submit-public-comment>; or (3) provided in-person at the meeting. The submission deadline for written public comments shall be no later than noon on the day of the meeting. If you intend to address the Board in-person, please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.*

*James Largent  
Megan Upshaw  
Elia Bassin  
David Wong  
Jim Riffel  
Sara Bailey  
Rucha Powers  
Bethany Cox  
Angeline Andal*

## **8.0 COMMUNICATIONS**

### *8.1 Employee Organization Reports:*

- *SCTA-Nikki Milevsky shared that SCTA stands with SEIU, and will be attending the negotiations meeting on October 31<sup>st</sup> to stand in solidarity. Ms. Milevsky shared that they hope and expect that the District with the full support of the SCUSD Board, will employ the same problem-solving approach to resolving the ongoing contract negotiations with SEIU as they did with SCTA.*
- *SEIU- No update*
- *TCS- No update*
- *Teamsters- No update*
- *UPE- No update*

## **9.0 SPECIAL PRESENTATION**

### *9.1 Approve Resolution No. 3454 Recognition of National School Bus Safety Week (October 21-25, 2024) (Ron Hill)*

*Ron Hill and Gia Calloway presented Resolution No. 3454 National School Bus Safety Week (October 21-25, 2024). This is an action item.*

*Public Comment:  
No public comment*

*Board Comment:*

*Member Kayatta thanked staff for the presentation, and the amazing school bus drivers for all the work that they do. Member Kayatta shared that a couple of months ago, the Board voted to give \$250k to continue the ride free program. Member Kayatta clarified that the Board only provided one year of funding. One of the conditions that they put in the vote was that they would like to explore having a school district voice on the RT board. So far, they have not received positive information from RT, which Member Kayatta thinks is unfortunate, because the issues that staff have identified in this presentation and that our own staff know when we transport our students, is something that we need a voice for the students in the RT board to reflect that their routes need to be safe. If there is a bus driving by and they see kids, they need to stop and pick them up, and they can't pass them by. If there are bus route changes that can serve our schools, that all needs to be something where school districts should have a voice in there. Member Kayatta wants to continue putting the message out there that that's not something that is in the motion that he brought lightly. Member Kayatta stressed that this is very important for the safety of our students and for making sure that they get to and from school on time.*

*Member Pritchett shared that two years ago, she brought to the Board a company that would install AI devices to our buses and would give tickets to people automatically, and some of the money would be coming back to our schools. Member Pritchett hopes this Board will think about this in the upcoming years, and look into the program to see what we can do to make our buses safer.*

*Member Phillips made a motion with a second from Member Pritchett. The Board voted 7 - 0 with a student preferential yes vote.*

9.2 *Approve Resolution No. 3455: Recognition of Filipino American History Month (Board Member Jasjit Singh)*

*Board Member Singh presented Resolution No. 3455 Filipino American History Month. Member Singh presented the resolution to the Philippine National Day Association. This is an action item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*No Board comment*

*Member Singh made a motion with a second from Member Jeane. The Board voted 7-0 with a student preferential yes vote.*

9.3 *SCUSD Culture & Climate Framework  
(Erin Findley & Danny Rolleri)*

*Erin Findley and Danny Rolleri presented the Culture and Climate Framework. Staff shared information and data about why we have shifted from Social Emotional Learning to a comprehensive approach to Culture and Climate. Staff introduced the Board and community to our SCUSD Culture and Climate Framework anchored in Anti-Bias/Anti-Racist/Trauma-Informed Principles and Practices. This is an information item.*

*Public Comment:  
Elia Bassin*

*Board Comment:  
Student Board Member Chueh-Griffith thanked staff for the presentation. Member Chueh-Griffith shared that her school had an Anti-Bias training for their equity team, which is a combination of students, teachers, and administration. Member Chueh-Griffith would love for this work to be expanded to other school sites and see more students receiving this training. Member Chueh-Griffith asked if other sites or students actively review Calvin survey data. Member Chueh-Griffith's recommendation is to have site administration get student input and perspectives on site specific survey data. Regarding the survey, Member Chueh-Griffith has heard a lot of negative outlook from students around the length of the survey.  
Member Kayatta thanked staff for navigating the Board and community through the website to see our public portal. Member Kayatta highlighted how Mr. Rolleri's name is front and center on the website page, and he loves that, because it clearly shows who to contact. Member Kayatta wants to make sure that our sites know how to interpret this data, and how they can use it in a meaningful way to improve the school. Member Kayatta wants to make sure that school site councils understand this, and suggested that staff visit sites and provide walkthroughs. In terms of supporting staff, Member Kayatta shared that the Board needs to complete Anti-Bias/Anti-Racist/Trauma-Informed Principles and*

*Practices training as well. Member Phillips shared that nothing warms her heart more than seeing Humphrey at the podium representing what he is supposed to represent. Member Phillips shared that the Liberate book needs to be attached to every Humphrey that goes to anyone. Member Phillips has been reading the book, and it's written in a way where you don't have to dig to understand what it means. Helping grownup that help our students is where we need to start, from the top down. Member Phillips shared that she will not be here next term, but she really wants those that remain really put their foot in the Anti-Bias and Anti-racism training. Member Phillips shared that it's really good that staff understood what Humphrey means, what it stands for, and what it's going to have to continue to stand for. Member Phillips shared that regardless if there's going to be any Black women on this Board, this needs to continue.*

*Member Rhodes shared that the presentation was great, how we have come a long way, and how we still have a long way to go. Member Rhodes shared that this speaks to that continued movement down the path, and he's glad that we're walking that path together. Member Rhodes would like to visit sites in his area with Mr. Roller to go around and talk to people.*

*Member Jeane really appreciates the presentation and big far-reaching thought. Member Jeane shared that SEL has been the focus and it is such a small part of all that culture and climate needs to be. Member Jeane shared that if you haven't been in the classroom since 2019, you really don't know what the classroom is like right now, what students need, and how the pandemic has drastically impacted our kids. Member Jeane appreciates all the layers and deliberateness of this approach. Member Jeane wanted to know how do we roll this out effectively for systemic change. Member Jeane wanted to know what the vetting process is for the resources.*

9.4 *Student Outcomes Data Aligned to LCAP Goals  
(Dr. Wayne Stagnaro)*

*Dr. Wayne Stagnaro presented the Student Outcomes Data Aligned to LCAP Goals. This is an information item.*

*Public Comment:  
Terrence Gladney*

*Board Comment:*

*Member Rhodes wanted to know for the groups that are impacted her in the numbers, what are the supports that we are directly giving to those groups, and how are we working to change some of the outcomes. Member Rhodes would like to see the strategies and pathways that we are currently working towards, and how we are implementing those, and what it looks like on the ground floor for our students.*

*Member Singh agreed with Member Rhodes' comments. Member Singh shared that having been here two years, and the time that he has been here is reflected on this data, and he does not see a shift. Member Singh shared that this raises his eyebrows, because they say they're going to do X, Y, and Z and going to create this shift, but they're not seeing it happen. Member Singh shared that the disparities are glaring and they're going to continue to be glaring. Member Singh shared that when we receive a presentation like this, there should be some sort of metric that shares what we have done. Member Singh would love to see what we're doing, so we can take action on things on what we can do.*

*Member Jeane shared that standardized tests are incredibly inaccurate, and unfair. Member Jeane shared that they don't really measure student progress or learning. Member Jeane shared that using the data as an educator is unhelpful. Member Jeane shared that if she was not in the education profession, she would have a really hard time with if this is all she had to look at, how are we succeeding? Member Jeane wants data that is actually helpful, but she doesn't know what that looks like yet. Member Jeane shared that she doesn't know what to do with this data as a board member. Member Jeane would love to be more creative on working with staff to get us data that is actually giving us snapshots of what is happening in classrooms, how our students are learning or growing or not, and really addressing the racial disparities.*

*Member Kayatta shares many of Member Jeane's concerns around testing. Member Kayatta shared that we can all see that when we go out into the community that a lot of our students are being left behind in our district, and we're failing them. Member Kayatta shared that when Mr. Gladney comes up here and he's on the LCAP/PAC, and isn't finding a way for this data to allow them to do their job. This board has outsourced a lot of our priority setting with respect to addressing these problems to our LCAP/PAC. If they are not getting the support that they need, we need to address that and/or come back to the board and really find out what their priorities are, so they*

*can provide directions. Member Kayatta would like staff to please ask the board for direction. Member Kayatta would like this to come back as an action item.*

*Member Phillips believes this is a beginning and she remembers when we began working with Great City Schools, we had no data and the data we had really sucked. Member Phillips shared if there is some way for us to be able to touch what we can do as board members, and if staff can bring something that will help them be a whole lot more informed about how we're spending the district and community's money, that would be good to know. Member Phillips said it would be good to get an update that aligns with everyone's asks this evening.*

## **10.0 PUBLIC HEARING**

### **10.1 Public Hearing: Renewal of Charter and Material Revision to Add Transitional Kindergarten for Sol Aureus College Preparatory (Amanda Goldman)**

*Amanda Goldman and S.A.C Prep, Norman Hernandez, presented the public hearing for the renewal of charter and material revision to add transitional kindergarten for Sol Aureus College Preparatory. This is an information item.*

*Public Comment:  
Terrence Gladney*

*Board Comment:  
Member Kayatta highlighted what S.A.C Prep has been able to achieve. Member Kayatta recommended that the other board members go by the site and visit. Member Kayatta loves that we can learn from our charters by having close relationships, and ongoing collaboration. Member Kayatta shared what he has shared with other charters that have recently got their renewals. He would like S.A.C. Prep to work with the district and board, and have a strong collaboration. If there are any concerns, Member Kayatta wants to really work through them. Member Jeane wanted to know when the charter renewal was up, and why they decided to follow this timeline. Member Jeane looks forward to Amanda's report that will be coming to the board and any responses and additional documentation that comes through that.*

## **11.0 COMMUNICATIONS**



11.1 *Student Member Report (Justine Chueh-Griffith)-Member Chueh-Griffith thanked Tech Services and the collaboration that they've been able to have with unblocking websites. Member Chueh-Griffith attended the College and Career Fair at Hiram Johnson on Saturday, and thanked everyone at the district who made the event possible.*

11.2 *President's Report (Lavinia Phillips)-No report*

11.3 *Information Sharing by Board Members-Member Kayatta attended the College and Career Fair and enjoyed seeing the student board member there. Member Kayatta wished his daughter, Tegan, a Happy Birthday. Member Singh highlighted the March going on from Bakersfield to Sacramento for the Sikh community to commemorate 40 years of the 1984 genocide. Member Singh shared that genocide is something that the Sikh community has had to live with and has seen, does not change when it happens to another community. Member Singh continues to push for peace and justice for folks around the world. Member Rhodes shared that this Sunday at the Meadowview Farmer's Market, there will be a literacy festival from 8am to 12pm.*

## **12.0 CONSENT AGENDA**

***Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.***

### ***12.1 Items Subject or Not Subject to Closed Session:***

*12.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Approval of Declared Surplus Materials and Equipment, Change Notices and Notices of Completion (Janea Marking)*

*12.1b Approve Contracts Report >\$15,000 (Janea Marking)*

*12.1c Approve Personnel Transactions (Cancy McArn)*

*12.1d Approval of Unauthorized Vendor Payments (Janea Marking)*

*12.1e Approve Purchase Order Report for the Period of August 15, 2024 through September 14, 2024 (Janea Marking)*

*12.1f Approve minutes for the September 19, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1g Approve minutes for the October 3, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1h Approve Resolution No. 3452: Resolution Regarding Board Stipends (Lisa Allen)*

*12.1i Approve Resolution No. 3453: Resolution Regarding Board Stipends (Lisa Allen)*

*12.1j Approve SETA Head Start Budget COLA for 2024-25 school year (Yvonne Wright)*

*12.1k Approve Lease and Joint-Use Agreement Between Sacramento City Unified School District and Pivot Sacramento for Fruitridge Community Collaborative (Nathaniel Browning)*

*12.1l Approve Board Policy 1330 and Civic Permit Pricing Updates (Chris Ralston)*

*12.1m Approve Job Descriptions (Cancy McArn & Dan Schallock)*

*12.1n Approve Salary Schedules (Cancy McArn & Dan Schallock)*

*12.1o Approve Staff Recommendations for Expulsions # 4 & #5 2024/2025 (David Van Natten)*

*This is an action item.*

*Public Comment:*

*Terrence Gladney*

*Board Comment:*

*Member Kayatta pulled agenda item 12.1b.*

*Member Pritchett made a motion to approve to the consent agenda excluding item 12.1b with a second from Member Rhodes. The Board voted 5-0 with Member Villa and Member Phillips absent, and a student preferential yes vote.*

*Member Kayatta asked to pull contract SA25-00432 for Fathers and Families. Member Kayatta shared that this contract is affiliated with a city council member and we do business with the city, so Member Kayatta wants to make sure that there's not even an appearance of impropriety before we engage with contracts like this under current laws.*

*Member Rhodes asked Janea Marking to explain the conflict of interest that Member Kayatta is talking about.*

*Member Kayatta would like to have legal guidance and to look into this contract.*

*Member Jeane looks forward to the internal audit. Member Jeane is hesitant about the legal request and the cost. Member Jeane is concerned about cost from board member requests like this, and would like this to be considered around the conversation about what other steps might be needed in looking at conflict of interest.*

*Member Phillips referenced having a board communication.*

*Member Singh shared that it would be good to understand the process. Member Singh asked if there is a delay in services. Member Singh wanted to know if the review would include the 990 non-profit forms.*

*Member Kayatta made a motion to move agenda item 12.1b with the addition that the board gets guidance from the superintendent on addressing the concerns that were brought up. Furthermore, Member Kayatta requests that she obtains a board communication addressing the contract. There was a second from Member Rhodes. The Board voted 5-0 with Member Villa absent and student preferential yes vote.*

### **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *November 7, 2024, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *November 21, 2024, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

### **14.0 ADJOURNMENT**

*The meeting adjourned at 9:32 p.m.*

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*Lisa Allen, Superintendent and Board Secretary*

*NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 47<sup>th</sup> Avenue, Sacramento, during normal business hours or on the District's website at [www.scusd.edu](http://www.scusd.edu).*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1j

**Meeting Date:** November 21, 2024

**Subject:** Approve C.K. McClatchy High School Trip to Orlando, FL from November 22-29, 2024

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Deputy Superintendent

**Recommendation:** Approve C.K. McClatchy High School Trip to Orlando, FL from November 22-29, 2024

**Background/Rationale:** On November 22, 26 students, 4 chaperones and one teacher will travel by commercial airline to Orlando to participate in a professional workshop as an extension of a recording studio application unit.

**Financial Considerations:** There is no cost to the district. Expenses will be paid by parents and Music Booster Club

**LCAP Goal(s):** College preparedness, increasing communication and critical thinking skills.

**Documents Attached:**

1. Out-of-state field trip documents

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> Mary Hardin Young, Deputy Superintendent Jerad Hyden, Assistant Superintendent</p> <p><b>Approved by:</b> Lisa Allen, Superintendent</p>
--

Sacramento City Unified School District  
**FIELD TRIP REQUEST FORM**  
 (USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form is required for each student. See below reference distribution section for details concerning each type of trip.

School Name C.K. McClatchy High School Date 10 / 22 / 2024  
 Teacher's Name Jorge Munoz Room # L7 Telephone # 916-395-5050 Fax # x 505707  
 Field Trip Destination Walt Disney World, Orlando, FL

- Walking  Local-50 mile radius  Out-of-Town (Beyond 50 mile radius)  Overnight  Out-of-State/Country  
 Involving Swimming or Wading  Unusual Activities

Route (must provide written directions our map) Air travel, Private Charter Bus, Disney Transportation  
 Educational nature of field trip/excursion Extension of Learning Unit about Studio recording  
 Depart Date 11 / 22 / 2024 Time 7:20 am/pm Return Date 11 / 29 / 2024 Time 12:15 am/pm

TRANSPORTATION will be provided by:  Walking  School Bus - contact Transportation Field Trip Office  Train  
 Charter Bus Company (District Approved):  Yes  No (Check with Field Trip Office)  Public Transportation  
 Private Vehicle/Parent Driver/Faculty Driver - Complete Volunteer Personal Automobile Use Form for each vehicle and driver.  
 Commercial Airline  Other: \_\_\_\_\_

Number of students participating: 20 Funding Source Personal and Boostee Financial Assistance Available?  Yes  No  
 Adult Chaperones: \_\_\_\_\_ (All clearances must be met prior to Field Trip Approval)

(Use a separate sheet if necessary)

	DRIVER					
1) <u>Mai Ly</u>	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	<input type="checkbox"/> Driver	<input checked="" type="checkbox"/> Fingerprint	<input checked="" type="checkbox"/> Mandated Reporter Training	<input checked="" type="checkbox"/> TB
2) <u>Marley Minamide</u>	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	<input type="checkbox"/> Driver	<input checked="" type="checkbox"/> Fingerprint	<input checked="" type="checkbox"/> Mandated Reporter Training	<input checked="" type="checkbox"/> TB
3) <u>Daisie Chinn</u>	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	<input type="checkbox"/> Driver	<input checked="" type="checkbox"/> Fingerprint	<input checked="" type="checkbox"/> Mandated Reporter Training	<input checked="" type="checkbox"/> TB
4) <u>Samantha Taylor</u>	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	<input type="checkbox"/> Driver	<input checked="" type="checkbox"/> Fingerprint	<input checked="" type="checkbox"/> Mandated Reporter Training	<input checked="" type="checkbox"/> TB
5) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> Driver	<input type="checkbox"/> Fingerprint	<input type="checkbox"/> Mandated Reporter Training	<input type="checkbox"/> TB
6) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> Driver	<input type="checkbox"/> Fingerprint	<input type="checkbox"/> Mandated Reporter Training	<input type="checkbox"/> TB
7) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> Driver	<input type="checkbox"/> Fingerprint	<input type="checkbox"/> Mandated Reporter Training	<input type="checkbox"/> TB
8) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	<input type="checkbox"/> Driver	<input type="checkbox"/> Fingerprint	<input type="checkbox"/> Mandated Reporter Training	<input type="checkbox"/> TB

Teachers and Staff Attending (Use a separate sheet if necessary)

	DRIVER			DRIVER	
1) <u>Jorge Munoz</u>	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no	2) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no
3) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no
5) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no	6) _____	<input type="checkbox"/> yes	<input type="checkbox"/> no

Principal Approval \_\_\_\_\_ Date 10/24/24

Segment IAS/Department Head Approval \_\_\_\_\_ Date 10/13/24

Risk Management Approval (if applicable) \_\_\_\_\_ Date 11/8/24

Distribution: Refer to the Field Trip Information Form RSK 106E for the forms and distribution required for each trip. All field trips require a completed packet. Maintain all documents at site:

- Local Trip: (walking): Submit walking trips to Principal for approval two weeks prior to trip
- Local Trip: (school bus/charter bus/RT/Amtrak): (50-mile radius) - Submit to Principal for approval two weeks prior to trip.
- Local Trip: (50-mile radius: driver) - Submit driver led trips to Principal for approval 6 weeks prior to trip.
- Out-of-Town: (beyond 50-mile radius) - Submit to Principal for approval then forward to Segment IAS/Department Head for approval 6 weeks prior to trip.
- Overnight Trip: Submit to Principal for approval then forward to Segment IAS/Department Head for approval 6 weeks prior to trip
- Trip Involving Swimming or Wading: Submit to Principal for approval then forward to Segment IAS/Department Head for approval 6 weeks prior to trip.
- Trip Involving Unusual Activities (Water sports or high-risk activities such as rafting, snorkeling, rock climbing, skiing, etc.) - Submit to Principal for approval then forward to Segment IAS/Department Head/Risk Management for approval 6 weeks prior to trip. This may require Special Event Liability Insurance.
- Out-of-State/Country: Submit to Principal for approval then forward to Segment IAS/Department Head for approval 6 weeks prior to trip. Must have Superintendent, Board of Education and Risk Management approval prior to trip. Segment IAS office will place field trip item on Board Agenda for final approval.
- Approved forms will be returned by Segment IAS/Department Head's Office. Maintain a copy of all forms at site for 2 years.
- Venue/Destination: Must comply with SCUSD COVID19 mitigation guidelines for all trips outside of district facilities.

Reviewed by Site Office Manager: \_\_\_\_\_  
 (Initials)

Sacramento City Unified School District  
**OUT-OF-STATE OR OUT-OF-COUNTRY  
 TRAVEL REQUEST**

School Name C.K. McClatchy High School Date 10/24/2024  
 Teacher's Name Jorge Munoz Room # L7 Telephone # 916-995-5058  
X 505707

Field Trip Destination Walt Disney World, Orlando, FL

Reason for travel Performance and Professional recording  
workshop as an extension of a recording studio  
application unit.

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling, rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of contract or waiver to Risk Management for review before signing. Attach a detailed itinerary for each day

Signed [Signature]  
 Teacher

Approvals:  
[Signature] 10/24/24  
 Principal Date

[Signature] 11/8/24  
 Risk Management Dept. Date

[Signature] 11/30/24  
 Segment Administrator Date

[Signature] 11/14/24  
 Superintendent Date

     /      /       
 Board Approval Date

Sacramento City Unified School District  
**OVERNIGHT TRIPS**  
**ACCOMMODATION INFORMATION**

**NO PRIVATE HOMES, AIR BNB, HOSTELS**

Facility Name All-Star Music Resort Date Reserved 11 / 23 / 2024

with Disney World

Address 1001 West Buena Vista Dr. City Lake Buena Vista, FL zip 32830

Reservations Contact Person: Amanda Manfredi, Educational Performance Tours  
(212) 457-1354

Telephone # (212) 877-868 - Fax # 7592

Total Rooms Reserved: 12

Room #s: \_\_\_\_\_

Reservation Dates: 11 / 23 / 2024 - 11 / 28 / 2024

Signed [Signature] \_\_\_\_\_  
 Teacher

Approvals:

[Signature] \_\_\_\_\_ Date 10 / 29 / 24

[Signature] \_\_\_\_\_ Date 10 / 30 / 24

[Signature] \_\_\_\_\_ Date 11 / 6 / 24

Risk Management Approval

Date

**TRAVEL REQUEST FORM (ACC-F014)**  
Sacramento City Unified School District

**Instructions:** This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip- 60 days if out-of-state.

<b>Request to Attend:</b> <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	<b>Purpose for Attending:</b> <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	REG # _____
--	---	-------------

School/Department: CKM High School Date: 11/24/24  
 Date(s) of Event: 11/22 - 11/29/24 Location: Walt Disney World, Orlando, FL  
 Event Title (attach brochure): \_\_\_\_\_

Purpose\*: extension of Learning unit about studio recording.  
\*(what value does this activity give students, attendees, staff, department/site or community?)  
 How does this travel align with the District's strategic plan? \_\_\_\_\_

How will this activity/event be used and shared? \_\_\_\_\_

Name of Attendee(s) <small>(attach sheet for additional attendees)</small>	Position	Substitute (Y/N)*	No. of Days Required	Budget Code (for substitute)
<u>Jorge Munoz</u>	<u>Teacher</u>	<input checked="" type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No <input type="checkbox"/> No		

**\*\*IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770**  Additional Attendees Attached

**Approvals:**

Principal/Department/Head Signature & Print Name: [Signature] Date: 11/24/24  
 Cabinet Level of Designee Signature: [Signature] Date: 11/12/24  
 Chief Business Office Signature: [Signature] Date: 11/12/24  
 Superintendent or Designee Signature: [Signature] Date: 11/14/24

District cost for all attendees (estimate)

Registration Fee \*\*  \_\_\_\_\_  
 Meals Included?  B  L  D  
 Lodging  \_\_\_\_\_  
 Transportation  \_\_\_\_\_  
 Meals  \_\_\_\_\_  
 Other  \_\_\_\_\_  
 TOTAL  \_\_\_\_\_

Categorical Budget Code(s): no cost to district \$ \_\_\_\_\_  
 General Fund/Unrestricted \$ \_\_\_\_\_

\*\*\*If any meals are included in the cost of registration, how many of each: Breakfast \_\_\_\_\_ Lunch \_\_\_\_\_ Dinner \_\_\_\_\_

Prepayment Requested: All checks will be sent to the site/department unless prior arrangements have been made (with AP) to pick up check

Requisition #	Dollar Amount
Registration Fee	_____
Hotel	_____
Airfare ****	_____
Car Rental ****	_____





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1k

**Meeting Date:** November 21, 2024

**Subject:** Approve CCTR Continue Funding Application for Fiscal Year (FY)  
2025-2026

- Information Item Only
- X Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Early Learning and Care

**Recommendation:** Request to approve the submission of the Continued Funding Application (CFA) to the California Department of Social Services (CDSS) for the General Child Care and Development Programs (CCTR) for fiscal year (FY) 2025-2026.

**Background/Rationale:** Contractors who currently hold a General Child Care and Development Program (CCTR) contract and request to be considered for continue funding for the fiscal year (FY) 2025-26 must complete an application for continued funding.

**Financial Considerations:** SCUSD offers CCTR programs, which is about \$1.2 million in revenue. Applying for continued funding will provide children and families more opportunities and access to high-quality educational services.

**LCAP Goal(s):**

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 8: Basic Services and Districtwide Operations/Supports

**Documents Attached:**

1. CCTR Continued Funding Application and supporting documentation

**Estimated Time of Presentation:** N/A

**Submitted by:** Yvonne Wright, Chief Academic Officer

**Approved by:** Lisa Allen, Interim Superintendent

# CONTINUED FUNDING APPLICATION FISCAL YEAR 2025-26

## 1. Introduction

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Contractors who wish to be considered for continued funding for Fiscal Year (FY) 2025-26 must read the accompanying instructions and fully and accurately complete this application for continued funding. Please note that contractors have no vested right to a subsequent contract. Failure to respond to this application by the due date of 11:59 p.m., December 4, 2024 shall constitute notice to the Child Care and Development Division (CCDD) of the intent to discontinue services at the end of the current contract year unless the contractor has received a written notice of extension of time from the CCDD. If this application is returned to the CCDD by the due date, but is not fully and accurately completed, continued funding for FY 2025-26 may not be awarded, or funding may be delayed. Completion of this Continued Funding Application (CFA) does not guarantee a renewal of funding. Any contractors who are approved for continued funding will be expected to execute a contract with the California Department of Social Services (CDSS) and comply with all applicable federal and state laws as well as all Funding Terms and Conditions and applicable Program Requirements incorporated into the contract.

If your agency does not intend to continue their contract, please contact your [Program Quality and Improvement \(PQI\) Assigned Consultant](#). Instructions on how to relinquish your contract can be found on the main [CFA web page](#).

Instructions to complete this application may be accessed on the Child Care and Development [CFA web page](#).

Select Next at the bottom of the screen to begin the application.

## 2. Section I – Contractor Information

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### 1. Legal Name of Contractor

Sacramento City Unified School District

### 2. Contractor “Doing Business As” (DBA)

Sacramento Unified School District

### 3. Headquartered County

Sacramento

### 4. Vendor Number

6743

### 5. Contact Person Completing Application

The Contact Person listed below will be the point of contact for the CDSS if there are any questions regarding this Continued Funding Application.

#### Full Name

Ella Yang

#### Title

Child Development Program Technician

#### Telephone Number (999-999-9999)

916-643-7878

#### Email Address

ella-yang@scusd.edu

### 6. Executive Director Information

#### Full Name

Lisa Allen

**Telephone Number (999-999-9999)**

916-643-9010

**Email Address**

lisa-allen@scusd.edu

**7. Program Director Information**

**Full Name**

Yvonne Wright

**Telephone Number (999-999-9999)**

916-643-9086

**Email Address**

yvonne-wright@scusd.edu

**8. Legal Business Address**

**Street Address**

5735 47th Avenue

**City**

Sacramento

**Zip Code**

95824

**9. Mailing Address (if different from above)**

**Street Address**

**City**

**Zip Code**

10. Recipients of Federal funding must be registered and be active in SAM.gov. Please provide your SAM.gov unique ID number. <https://sam.gov/content/home>

CVE6DSDKVX25

**3. Section II – Contract Types**

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**My agency currently has a contract to administer the programs indicated below.**

**Check all applicable boxes indicating the programs the contractor intends to continue to administer for FY 2025-26. The contractor agrees to continue implementation of these programs with funds provided by the CDSS.**

**11. Center-Based Programs:**

General Child Care and Development (CCTR) – Birth to Age 3  
General Child Care and Development (CCTR) – TK through Age 13

**12. Family Child Care Home Education Networks:**

Not applicable

**13. Alternative Payment Programs:**

Not applicable

**14. Other Programs:**

Not applicable

**15. For informational purposes only, please indicate if your agency has one of the following programs:**

Not applicable

**16. Please provide the number of children currently on your agency's waitlist by contract type:**

**General Child Care and Development (CCTR) – Birth to Age 3**

11

**General Child Care and Development (CCTR) – Three and Four-Year-Olds**

**General Child Care and Development (CCTR) – TK through Age 13**

41

**Program for Special Needs (Handicapped) Children (CHAN)**

**General Child Care and Development (CCTR) – Family Child Care Home Education Network**

**Migrant Center-Based (CMIG)**

**Family Child Care Home Education Networks (FCCH) Program**

**Alternative Payment Program (CAPP)**

**CalWORKs Stage 2 (C2AP)**

**CalWORKs Stage 3 (C3AP)**

**Migrant Alternative Payment (CMAP)**

**17. Are any children listed on more than one waitlist per the different contracts your agency holds?**

No

**18. Please provide license capacity breakdowns for your agency. Provide the overall license capacity across all sites within your CCTR contract only.**

**Note: This should include total capacity in all CCTR centers and, if applicable, FCCHEN sites included in your CCTR contract.**

**Overall License Capacity:**

**General Child Care and Development (CCTR) – Birth to Age 3**

18

**General Child Care and Development (CCTR) – Three and Four-Year-Olds**

**General Child Care and Development (CCTR) – TK through Age 13**

28

**Program for Special Needs (Handicapped) Children (CHAN)**

**General Child Care and Development (CCTR) – Family Child Care Home Education Network**

**Migrant Center-Based (CMIG)**

**19. Of the total capacity provided in the previous question, please provide how much is dedicated to serving only CCTR-subsidized children.**

**Note: This number is not an enrollment number, but rather what number of total capacity spots within your CCTR contract that are for subsidized children.**

**CCTR-Subsidized License Capacity:**

**General Child Care and Development (CCTR) – Birth to Age 3**

16

**General Child Care and Development (CCTR) – Three and Four-Year-Olds**

**General Child Care and Development (CCTR) – TK through Age 13**

28

**Program for Special Needs (Handicapped) Children (CHAN)**

**General Child Care and Development (CCTR) – Family Child Care Home Education Network**

**Migrant Center-Based (CMIG)**

**20. List the total number of children reported on your last 801A report.**

**General Child Care and Development (CCTR) – Birth to Age 3**

12

**General Child Care and Development (CCTR) – Three and Four-Year-Olds**

**General Child Care and Development (CCTR) – TK through Age 13**

30

**Program for Special Needs (Handicapped) Children (CHAN)**

**General Child Care and Development (CCTR) – Family Child Care Home Education Network**

**Migrant Center-Based (CMIG)**

**4. Section III – Contractor’s Officers and Board of Directors Information**

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**Board of Directors**

Contractor and its governing authority understand some information requested in this application is intended for use by CDSS auditors in connection with future audit work and performance reviews and may not be used or even reviewed or considered by the CDSS until well after the contract has expired, if ever. Therefore, Contractor and its governing authority further understand that the information (and any underlying transactions) disclosed by this Application shall not be considered properly noticed to the CDSS nor approved, accepted or authorized by the CDSS, even if Contractor’s request for continued funding by the CDSS is subsequently approved.

**21. I have a board of directors, board of trustees, board of education, or other governing authority to execute this CFA.**

Yes

The governing board members have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.

Yes

**5. Section IV – Board Resolution**

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**23. Please make one selection:**

My agency does not yet have either of the required approvals referenced in the above selection but will be able to obtain the necessary documents prior to the FY 2025-26 contract’s execution.

**24. Please upload a copy of your upcoming board agenda showing that approval of the FY 2025-26 CFA is an agenda item at your upcoming board meeting.**

**6. Section V – Subcontractor Certification**

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I certify that the contractual arrangement(s) listed in the Subcontractor Certification are made in adherence to the required subcontract provisions contained in the 5 CCR, and the Funding Terms and Conditions.

I understand that signing this certificate does not lessen the legal responsibility for the child care and development service contract requirements. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term.

I understand the subcontracting requirements, including competitive bidding, CDSS approval, and audit requirements in 5 CCR section 18026 et. seq.

25. I subcontract part of my subsidized funding.

No

26. By checking the box below, the authorized representative certifies under penalty of perjury that they are duly authorized to legally bind the prospective contractor to the clause(s) listed above. This certification is made under the laws of the State of California.

The authorized representative certifies under penalty of perjury that they are duly authorized to legally bind the prospective contractor to the clause(s) listed above.

## 7. Section VI – Contractor Certifications

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**INSTRUCTIONS: Please indicate “Yes” or “No” to the following as they apply to your agency. By providing a signature at the end of this section, the signer certifies and understands the following:**

### Personnel Certification

*Applies only to agencies who are Center-Based Programs and Family Child Care Home Education Networks.*

The State of California requires any contractor receiving child care and development funds, disbursed by the CDSS to employ fully qualified personnel as stipulated in California Education Code (EC); California Code of Regulations, Title 5 (5 CCR); and Funding Terms and Conditions.

I certify, as the authorized agent representing this contractor, that I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher as stipulated in Welfare and Institution Code (W&IC), EC, 5 CCR, and Funding Terms and Conditions. All child care staff employed in CDSS funded program(s) are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the CCDD.

27. I am a Center-Based Program or a Family Child Care Home Education Network.

Yes

## Program and Fiscal Operations

*Applies to all applying agencies.*

I have supervisory authority over the child development program, have actual, personal knowledge of the information provided in this Application and certify that it is true and correct in all material respects.

I am familiar with and will ensure that the Contractor complies with all applicable program requirements, statutes, and regulations, including:

Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm's length, and (ii) employment limitations stated in W&IC 10399.

All audit and fiscal requirements and I take full responsibility for obtaining the required financial and compliance audits for my subcontractor (s).

All subcontractors' audits and fiscal reporting and submission requirements.

All audits and fiscal requirements for subcontractors and I am aware that not meeting reporting timelines can result in apportionment withholding unless an extension is granted.

Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount and other provisions in 5 CCR section 18033 et. seq.

Accounting and reporting requirements in 5 CCR section 18063 et. seq.

Operational and programmatic requirements.

28. By checking the checkbox below, the authorized representative certifies under penalty of perjury that they are duly authorized to legally bind the prospective contractor to the clause(s) listed above. This certification is made under the laws of the State of California.

The authorized representative certifies under penalty of perjury that they are duly authorized to legally bind the prospective contractor to the clause(s) listed above.

### 8. Section VII – Certification of Contractor Information in the CDMIS

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Contractors are required to review all information in the Child Development Management Information System (CDMIS) and update any outdated information. To review the information and submit changes, log on to the [CDMIS](#).

29. By checking the boxes below, I certify, as the authorized representative of the agency listed below, I have reviewed all the information for Sacramento City Unified School District and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

Executive Director/Superintendent information

Program Director information

Sites and Licenses and/or Office information

Family Child Care Home summary information

To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for Sacramento City Unified School District as of the date this certification was signed.

I certify that the above requirements have been met by my agency.

### 9. Section VIII – Contract Requirements

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30. Are you a public agency

Yes – My organization is a city, county, special district, school district, community college district, county superintendent of schools, or a federal agency.

31. Do you represent a K-12 school or a K-12 school district?

Yes

### 10. Section IX – Required Contract Attachments

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All attachments must be completed and uploaded to the application. For your convenience, links to the required forms are provided below. These links are also located on the [CFA web page](#). Please download, complete, and save a copy of each form for your records.

32. [Fiscal Year 2025-26 Program Calendar \(CCD 33\)](#)

Required for all contractors. Complete one calendar for each contract type and upload below.

[CCD33\\_2025-26.pdf](#)

Has the Minimum Days of Operation (MDO) changed from the previous year's Program Calendar?

No

33. Verification of School District Name and Address: [California School Directory](#)

Required for all school districts. Save the contractor's information page and upload below.

[Verification of LEA.pdf](#)

## 11. Section X – Self-Certifications

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Check the boxes to self-certify that your agency meets the requirements below.

34. Contractors must self-certify that they are not listed as a delinquent tax payor on the Franchise Tax Board's [Corporate Income Tax List Top 500 Tax Delinquencies](#)

By checking this checkbox, the applicant certifies that their agency meets this requirement.

35. Contractors must self-certify that they are not listed as a delinquent tax payor on the Department of Tax & Fee Administration's [Top 500 Sales & Use Delinquencies in California](#)

By checking this checkbox, the applicant certifies that their agency meets this requirement.

36. Contractors must self-certify that they are not on the list of sanctioned entities in response to Russian Aggression in Ukraine. Contractors may search the U.S. Treasury's [Office of Foreign Assets Control Sanctions List Search](#).

By checking this checkbox, the applicant certifies that their agency meets this requirement.

## 12. Section X – Self-Certifications (Cont'd)

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### 37. Federal Certifications

**Check the box at the end of the page to self-certify that your agency meets the requirements below.**

#### CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 CFR Part 93, "New restrictions on Lobbying," 2 CFR Part 376, "Government-wide Debarment and Suspension (Non procurement), and 2 CFR Part 382.10 "Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Social Services determines to award the covered transaction, grant, or cooperative agreement.

##### LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of



Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement:

(b) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 2 CFR part 376 , for prospective participants in primary or a lower tier covered transactions.

##### **A. The applicant certifies that it and its principals:**

(a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

#### **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR Part 382.10. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S.

Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

#### **DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR Part 382.10.

(a) As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

(b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

#### **ENVIRONMENTAL TOBACCO SMOKE ACT**

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at 20 U.S.C. Section 7973, Public Law 103-277, Title X, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, and portions of facilities used for in-patient drug and alcohol treatment.)

By checking this checkbox, the authorized representative certifies that their agency will comply with the above certifications.

### **13. Section X – Self-Certifications (Cont'd)**

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## **38. Contractor Certification Clauses**

**Check the box at the end of the page to self-certify that your agency meets the requirements below.**

**STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

**DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

(a) Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

(b) Establish a Drug-Free Awareness Program to inform employees about:

- (1) the dangers of drug abuse in the workplace;
- (2) the person's or organization's policy of maintaining a drug-free workplace;
- (3) any available counseling, rehabilitation and employee assistance programs; and,
- (4) penalties that may be imposed upon employees for drug abuse violations.

(c) Every employee who works on the proposed Agreement will:

- (1) receive a copy of the company's drug-free workplace policy statement; and,

(2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

**NATIONAL LABOR RELATIONS BOARD CERTIFICATION:** Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

**CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT:** Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State. Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

**EXPATRIATE CORPORATIONS:** Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

**SWEATFREE CODE OF CONDUCT:**

(a) All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweat free Code of Conduct as set forth on the California Department of Industrial Relations website located at [www.dir.ca.gov](http://www.dir.ca.gov), and Public Contract Code Section 6108.

(b) The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

**DOMESTIC PARTNERS:** For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

**GENDER IDENTITY:** For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

## DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

**CONFLICT OF INTEREST:** Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

**Current State Employees (Pub. Contract Code §10410):**

(a) No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

(b) No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

**Former State Employees (Pub. Contract Code §10411):**

(a) For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

(b) For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

(c) If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

(d) Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

**LABOR CODE/WORKERS' COMPENSATION:** Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

**AMERICANS WITH DISABILITIES ACT:** Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

**CONTRACTOR NAME CHANGE:** An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

**CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:** When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

"Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

**RESOLUTION:** A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

**AIR OR WATER POLLUTION VIOLATION:** Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

**PAYEE DATA RECORD FORM STD. 204:** This form must be completed by all contractors that are not another state agency or other governmental entity.

By checking this checkbox, the authorized representative certifies under penalty of perjury that they are duly authorized to legally bind the prospective contractor to the clause(s) listed above. This certification is made under the laws of the State of California.

## 14. Review

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Would you like to receive a copy of your responses for review purposes prior to submitting your application? If you select "Yes" and click "Next," an email with your current responses (attached as a PDF) will be sent to this email address: [ella-yang@scusd.edu](mailto:ella-yang@scusd.edu).

Yes

## 15. Submission Page

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**Signature Check: Please ensure that the following sections are complete prior to submitting the application.**

### Section IV – Board Resolution

By signing this CFA, Sacramento City Unified School District is indicating that it wishes to automatically renew the current contract for FY 2025-26 and, if approved, is willing to, and does accept, all terms and conditions of the contract, which will be provided to the contractor no later than July 1, 2025. The Sacramento City Unified School District may reject the FY 2025-26 contract by providing the CDSS with a written notice of rejection no later than June 30, 2025.

Contractors that wish to reject the terms of the FY 2025-26 contract must provide written notice that the terms of the contract are rejected by emailing [ChildCareContracts@dss.ca.gov](mailto:ChildCareContracts@dss.ca.gov) and their [Program Quality and Improvement Assigned Consultant](#) on or before June 30, 2025. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2025-26 contract, if applicable, are rejected. Contractors providing such notice to the CDSS of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2025-26.

### 40. Final Signature

**AGREEMENT:** By signing this application electronically, I, the authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

**Signature of the Contractor's Authorized Representative**

□

Signature of:

**Title of Contractor's Authorized Representative**

**Date of Signature**

**Authorized Representative's Telephone Number (999-999-9999)**

**Authorized Representative's Email Address**

# FISCAL YEAR 2025-26 PROGRAM CALENDAR

## INSTRUCTIONS:

1. Contractor Name: Enter the contractor's name.
2. Vendor Number: Enter the contractor's vendor number.
3. County: Select the contractor's headquartered county from the drop-down menu.
4. Contract Type(s): Select the contracted program type(s). Check all that apply.
5. Calendar: Click on the date for the days of operation and enter an uppercase 'X' for all days the program will serve subsidized children during the FY 2025-26 contract period (Center-Based programs and CFCC). AP and R&R programs should mark the days the program office is open for business. The total number of days marked with a capital letter 'X' for each contract will constitute each contract's MDO. The totals for "Days of Operation," "Quarter Subtotals," and "Total Days of Operation" will then automatically calculate. Please verify accuracy.
6. Minimum Days of Operation: If your MDO has changed from the previous year, please provide a brief explanation in the space provided.

## CONTRACTOR AND CONTRACT INFORMATION:

CONTRACTOR NAME <b>Sacramento City Unified School District</b>	VENDOR NUMBER <b>6743</b>	COUNTY NAME <b>Sacramento</b>
CONTRACT TYPE(S) SELECT ALL THAT APPLY.		
<input checked="" type="checkbox"/> General Child Care And Development (CCTR) <input type="checkbox"/> Program for Special Needs (Handicapped) Children (CHAN) <input type="checkbox"/> Migrant Center-Based (CMIG) <input type="checkbox"/> Family Child Care Home Education Networks (CFCC) Program <input type="checkbox"/> California Alternative Payment Program (CAPP) <input type="checkbox"/> CalWORKs Stage 2 (C2AP) <input type="checkbox"/> CalWORKs Stage 3 C3AP <input type="checkbox"/> Resource & Referral Program (CRRP) <input type="checkbox"/> Migrant Alternative Payment Program (CMAP)		
IF THERE ARE CHANGES TO THE MINIMUM DAYS OF OPERATION (MDO), PLEASE EXPLAIN WHY.		

# FISCAL YEAR 2025-26 PROGRAM CALENDAR

	S	M	T	W	T	F	S
<b>JULY 2025</b>			1 X	2 X	3 X	4	5
DAYS OF OPERATION	6	7 X	8 X	9 X	10 X	11 X	12
22	13	14 X	15 X	16 X	17 X	18 X	19
	20	21 X	22 X	23 X	24 X	25 X	26
	27	28 X	29 X	30 X	31 X		

	S	M	T	W	T	F	S
<b>AUGUST 2025</b>						1 X	2
DAYS OF OPERATION	3	4 X	5 X	6 X	7 X	8 X	9
21	10	11 X	12 X	13 X	14 X	15 X	16
	17	18 X	19 X	20 X	21 X	22 X	23
	24	25 X	26 X	27 X	28 X	29 X	30
	31						

	S	M	T	W	T	F	S
<b>SEPTEMBER 2025</b>			1	2 X	3 X	4 X	5 X
DAYS OF OPERATION	6	7	8 X	9 X	10 X	11 X	12 X
21	13	14	15 X	16 X	17 X	18 X	19 X
	20	21	22 X	23 X	24 X	25 X	26 X
	27	28	29 X	30 X			

FIRST QUARTER SUBTOTAL 64

	S	M	T	W	T	F	S
<b>OCTOBER 2025</b>				1 X	2 X	3 X	4
DAYS OF OPERATION	5	6 X	7 X	8 X	9 X	10 X	11
23	12	13 X	14 X	15 X	16 X	17 X	18
	19	20 X	21 X	22 X	23 X	24 X	25
	26	27 X	28 X	29 X	30 X	31 X	

	S	M	T	W	T	F	S
<b>NOVEMBER 2025</b>							1
DAYS OF OPERATION	2	3 X	4 X	5 X	6 X	7 X	8
14	9	10 X	11	12 X	13 X	14 X	15
	16	17 X	18 X	19 X	20 X	21 X	22
	23	24	25	26	27	28	29
	30						

	S	M	T	W	T	F	S
<b>DECEMBER 2025</b>		1 X	2 X	3 X	4 X	5 X	6
DAYS OF OPERATION	7	8 X	9 X	10 X	11 X	12 X	13
15	14	15 X	16 X	17 X	18 X	19 X	20
	21	22	23	24	25	26	27
	28	29	30	31			

SECOND QUARTER SUBTOTAL 52

	S	M	T	W	T	F	S
<b>JANUARY 2026</b>						1	2
DAYS OF OPERATION	3	4	5 X	6 X	7 X	8 X	9 X
19	10	11	12 X	13 X	14 X	15 X	16 X
	17	18	19	20 X	21 X	22 X	23 X
	24	25	26 X	27 X	28 X	29 X	30 X
	31						

	S	M	T	W	T	F	S
<b>FEBRUARY 2026</b>							
DAYS OF OPERATION	1	2 X	3 X	4 X	5 X	6 X	7
18	8	9	10 X	11 X	12 X	13 X	14
	15	16	17 X	18 X	19 X	20 X	21
	22	23 X	24 X	25 X	26 X	27 X	28

	S	M	T	W	T	F	S
<b>MARCH 2026</b>							
DAYS OF OPERATION	1	2 X	3 X	4 X	5 X	6 X	7
22	8	9 X	10 X	11 X	12 X	13 X	14
	15	16 X	17 X	18 X	19 X	20 X	21
	22	23 X	24 X	25 X	26 X	27 X	28
	29	30 X	31 X				

THIRD QUARTER SUBTOTAL 59

	S	M	T	W	T	F	S
<b>APRIL 2026</b>					1 X	2	3
DAYS OF OPERATION	4	5	6 X	7 X	8 X	9 X	10 X
20	11	12	13 X	14 X	15 X	16 X	17 X
	18	19	20 X	21 X	22 X	23 X	24 X
	25	26	27 X	28 X	29 X	30 X	

	S	M	T	W	T	F	S
<b>MAY 2026</b>							1 X
DAYS OF OPERATION	2	3	4 X	5 X	6 X	7 X	8 X
20	9	10	11 X	12 X	13 X	14 X	15 X
	16	17	18 X	19 X	20 X	21 X	22 X
	23	24	25 X	26 X	27 X	28 X	29 X
	30	31					



	S	M	T	W	T	F	S
<b>JUNE 2026</b>							
DAYS OF OPERATION	1	2 X	3 X	4 X	5 X	6	
21	7	8 X	9 X	10 X	11 X	12 X	13
	14	15 X	16 X	17 X	18 X	19	20
	21	22 X	23 X	24 X	25 X	26 X	27
	28	29 X	30 X				

FOURTH QUARTER SUBTOTAL 61

**TOTAL DAYS OF OPERATION** 236

CCDD CONSULTANT INITIALS (FOR CDSS USE ONLY)	DATE APPROVED BY CCDD CONSULTANT (FOR CDSS USE ONLY)
--	--

# Sacramento City Unified

County	Sacramento
District	Sacramento City Unified <a href="#">List of active district's schools</a>
CDS Code	34 67439 0000000
District Address	5735 47th Ave. Sacramento, CA 95824-4528 <a href="#">Google Map</a> 
Mailing Address	PO Box 246870 Sacramento, CA 95824-6870
Phone Number	(916) 643-9000
Fax Number	(916) 399-2058
Email	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
Web Address	<a href="http://www.scusd.edu">www.scusd.edu</a> 
Superintendent	Lisa Allen Interim Superintendent <a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a>
Chief Business Official	Janea Marking Chief Business Officer (916) 643-9055 <a href="mailto:janea-marking@scusd.edu">janea-marking@scusd.edu</a>
Status	Active
District Type	Unified School District
Low Grade	P
High Grade	Adult
NCES/Federal District ID	0633840
CDS Coordinator (Contact for Data Updates)	Suzanne McKelvey (916) 643-9280 <a href="#">Request Data Update(s)</a>
Last Updated	August 7, 2023



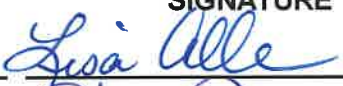
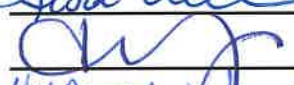
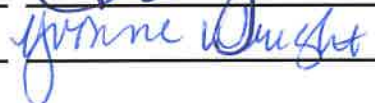
### BOARD RESOLUTION

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Social Services for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 20 25 - 2026 .

### RESOLUTION

BE IT RESOLVED that the Governing Board of Sacramento City USD , 6743 , authorizes entering into local agreement with the State of California and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. I acknowledge that by providing my electronic signature for this form, I agree my electronic signature is the legal binding equivalent to my handwritten signature. I hereby confirm that my electronic signature represents my execution of authentication of this form, and my intent to be bound by it.

NAME	TITLE	SIGNATURE
<u>Lisa Allen</u>	<u>Superintendent</u>	
<u>Janea Marking</u>	<u>Chief Busniess and Operation</u>	
<u>Yvonne Wright</u>	<u>Chief Academic Officer</u>	

PASSED AND ADOPTED THIS 21 day of November , 202024 , by the Governing Board of Sacramento City USD of Sacramento County, California.

I, Lavinia Phillips , Clerk of the Governing Board of Sacramento City USD , of Sacramento County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a November 21 2024 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. I acknowledge that by providing my electronic signature for this form, I agree my electronic signature is the legal binding equivalent to my handwritten signature. I hereby confirm that my electronic signature represents my execution of authentication of this form, and my intent to be bound by it.

\_\_\_\_\_  
Clerk's Signature                      \_\_\_\_\_  
Date



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.11

**Meeting Date:** November 21, 2024

**Subject:** Approve Memorandum of Understanding Between SCUSD and SMUD  
Regarding Exemption of Commercial Electric Vehicle Program Data  
Metering Requirements

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Facility Support Services

**Recommendation:** Approve Memorandum of Understanding (MOU) between Sacramento City Unified School District (SCUSD) and Sacramento Municipal Utilities District (SMUD) regarding exemption of Commercial Electric Vehicle Program data metering requirements.

**Background/Rationale:** Sacramento City Unified School District (SCUSD) participates in the SMUD Commercial Electric Vehicle Program. Benefits of this program include Electric Vehicle (EV) charger rebates and support monetizing SCUSD's Low Carbon Fuel Standard (LCFS) credits. To participate in this program, SMUD typically requires customers to install a separate meter going to all EV chargers so that SMUD can access the Electric Vehicle Supply Equipment (EVSE) data. This MOU is designed to offer an exemption from the SMUD Commercial Electric Vehicle Program data meter requirement for SCUSD's existing EVSEs and future EVSE projects. In exchange for SMUD removing the meter requirement, SCUSD agrees to provide SMUD the EV charger data on a quarterly basis.

**Financial Considerations:** This MOU will exempt SCUSD from added costs associated with separate metering.

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

1. SMUD Memorandum of Understanding

**Estimated Time of Presentation:** NA

**Submitted by:** Chamberlain Segrest, Manager, Environmental Sustainability  
Nathaniel Browning, Director, Planning and Property Management

**Approved by:** Chris Ralston, Assistant Superintendent, Facility Support Services  
Janea Marking, Chief Business and Operations Officer  
Lisa Allen, Superintendent



## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into as of October 24, 2024 (“Effective Date”), by and between Sacramento Municipal Utility District, a political subdivision of the State of California with its principal executive offices at 6201 S Street, Sacramento, CA 95817-1899 (“SMUD”), and Sacramento City Unified School District (“SCUSD”), with its principal offices at 425 1<sup>st</sup> Ave., Sacramento, CA, 95818, for facilities within Sacramento County, California. SMUD and SCUSD may each be referred to herein as a “Party” and collectively as the “Parties”.

### 1.0 Recitals

- 1.1 SMUD is the nation’s sixth-largest community-owned electric service company, providing reliable low-cost power for 70 years, and is a recognized industry leader and award winner for its innovative energy efficiency programs, renewable power technologies, and for its sustainable solutions for a healthier environment.
- 1.2 SMUD is actively engaged in an effort to increase adoption of electric vehicles in the Sacramento metropolitan area. In keeping with that effort, SMUD is incentivizing the installation of electric vehicle service equipment (EVSE or EV chargers).
- 1.3 SCUSD is responsible for the engineering, contracting and construction of facilities and all related services, including installation of EVSE, for the SCUSD locations, including installation of EVSE throughout the SMUD service territory.
- 1.4 In support of greenhouse gas emission reduction, the State of California adopted the Low Carbon Fuel Standard (LCFS) in 2009. The California Air Resources Board (CARB) developed regulations to implement the LCFS; these regulations provide for the generation of LCFS credits for electricity used as a transportation fuel. SMUD may receive LCFS credits pursuant to the LCFS Regulations and spends LCFS revenue (not SMUD ratepayer funds) on qualifying transportation electrification categories to benefit current and future EV drivers in California.
- 1.5 SMUD offers incentives for EVSE projects through its Commercial EV program as set out in the SMUD Commercial Electric Vehicle program manual (which can be found on [smud.org](http://smud.org) and may be revised from time to time at SMUD’s discretion), hereinafter referred to as “SMUD Commercial Electric Vehicle Program”.

**NOW, THEREFORE**, in consideration of the mutual promises hereafter set forth, SCUSD and SMUD agree as follows:

## **2.0 Terms and Conditions**

### **2.1 Purpose of MOU**

This MOU outlines SCUSD's LCFS reporting requirements in keeping with SCUSD's participation in the SMUD Commercial Electric Vehicle Program and further outlined in the SMUD Commercial Electric Vehicle Program's terms and conditions. This MOU is designed to offer an exemption from the SMUD Commercial Electric Vehicle Program data meter requirement for SCUSD's existing EVSEs and future EVSE projects. This agreement does not address SMUD Commercial Electric Vehicle Program incentives or participation requirements which are addressed in SMUD Commercial Electric Vehicle Program documents on the SMUD website.

### **2.2 Period of MOU**

This MOU shall remain effective for a period of five (5) years from the Effective Date set forth above, unless terminated earlier pursuant to Section 2.6.

### **2.3 Data Reporting:**

SCUSD will not be denied incentives for new EVSE installations under the SMUD Commercial Electric Vehicle Program as a result of not installing a data meter as required by the Program, provided that SCUSD meets the data reporting requirements set forth in this MOU. SCUSD agrees to provide the required energy usage data from their own equipment's internal metering system as follows and in accordance with this MOU.

1. All program requirements as outlined in the SMUD Commercial Electric Vehicle program manual and documentation must otherwise be met.
2. All applicable EVSE energy usage data will be submitted within 15 days of the ending of each quarter.
3. Energy usage data format will be submitted as a Comma Separated Value Excel file (CSV file) in keeping with the example provided in Attachment A to this MOU. Data will be submitted via email to [EVChargingdata@smud.org](mailto:EVChargingdata@smud.org). Data reported must be accurate and recorded on a meter submitted to and approved by SMUD.

4. All future program participating EVSE projects will be exempt from program data metering requirements going forward. Such projects will be eligible for full incentives based upon program requirements and levels set at that time.
5. SCUSD understands that noncompliance with these Data Reporting requirements will result in loss of future incentives or LCFS payments available through the SMUD Commercial Electric Vehicle Program and/or SMUD shall have the option to receive a refund of the EVSE Incentives SCUSD received under the SMUD Commercial Electric Vehicle Program; provided that such refund shall be prorated based on the amount of time remaining on the MOU Period. For illustrative purposes, if SCUSD received a \$1,000 EVSE Incentive from SMUD and terminated the MOU after three years, SMUD would be entitled to receive a refund of \$400 ( $\$1000 \times (2/5)$ )
6. After termination, SCUSD shall be entitled to all rights to the LCFS credits generated by all participating EVSE after the termination date. SMUD shall assist SCUSD with any regulatory process or approvals necessary to re-assign the LCFS credits to SCUSD.
7. SCUSD understands that while unlikely, it is possible that the California Air Resource Board (CARB) can require a change in data reporting requirements under the LCFS program. In such an instance, SCUSD will work to ensure that the required data is delivered to SMUD in a form acceptable to CARB.
8. SCUSD understands that in the event SCUSD cannot deliver the data as required by CARB, this MOU will be terminated. If the MOU is terminated for this reason before the MOU Period has expired, SMUD may apply the remedies as outlined in **Section 2.3, item 5**, above, of these Data Reporting requirements

#### 2.4 **Confidentiality**

Each party agrees to keep confidential the contents of this MOU and any information made available to it by the other party with respect to this MOU. The foregoing restriction shall not apply to any information that (a) was already in the public domain or comes into it without any breach of this MOU; (b) is required to be disclosed by applicable law or any governmental authority or (c) is made available to a professional or other adviser to the disclosing party or any of its affiliates, provided that such disclosing party uses commercially reasonable efforts to cause the recipient to comply with the terms of this section. The parties shall cooperate in good faith to agree upon the contents of any public disclosures provided with respect to this MOU.

2.5 **Termination**

Either party may terminate this MOU at any time by providing the other party 30-days written notice. However, if the MOU is terminated by SCUSD without cause before the MOU Period has expired, SMUD may apply the remedies as outlined in **Section 2.3, item 5**, above, of these Data Reporting requirements.

2.6 **Severability**

If any provision of this MOU is held invalid or unenforceable, its invalidity or unenforceability will not affect any other provisions of this MOU, and this MOU will be construed and enforced as if the invalid or unenforceable provision had not been included.

2.7 **Amendments**

No alteration or variation of the terms of this MOU shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein, shall be binding on any of the parties hereto.

2.8 **Authority to Bind**: The persons signing on behalf of the parties to this MOU warrant that they have the legal authority to execute this MOU.

**Executed by:**

**SCUSD**

**SMUD**

\_\_\_\_\_  
Janea Marking  
Chief Business and Operations Officer

\_\_\_\_\_  
Amber Steeves  
Manager, Program Delivery

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Attachment A

All quarterly data reports must include the following items:

- EVSE make / model and serial number
- Dates being reported on (ex. 1/1/2018-3/31/2018)
- Location / address
- Total energy usage (kWh)
- Level of charger (1, 2, DCFC)

### Example of data output

Station Name	Org Name	Start Date	End Date	End Time Zone	Transaction Date (Pacific Time)	Total Duration (hh:mm:ss)	Charging Time (hh:mm:ss)	Energy (kWh)	Port Type	Port Number	Plug Type	EVSE serial number	Address 1	City	Model Number
DGS MAIN / 1616 STATION 2	DGS MAIN	12/29/2017 13:00	12/29/2017 15:05	PST	1/2/2018 10:58	2:04:27	1:24:04	7.798	Level 2	1	J1772	80603	1616 Capitol Ave	Sacramento	CT2000-HD-CCR
DGS MAIN / 1616 STATION 1	DGS MAIN	12/29/2017 11:47	12/29/2017 14:25	PST	1/2/2018 10:56	2:38:04	2:36:25	11.169	Level 2	1	J1772	80843	1616 Capitol Ave	Sacramento	CT2000-HD-CCR
DGS MAIN / LOT 2 STATION 2	DGS MAIN	12/29/2017 14:22	1/2/2018 9:54	PST	1/2/2018 9:54	91:32:32	0:26:34	2.774	Level 2	1	J1772	87581	1416 10th St	Sacramento	CT500-RFID-ZIG
DGS MAIN / 10TH STATION 1	DGS MAIN	12/29/2017 13:30	1/2/2018 8:34	PST	1/2/2018 8:34	91:04:30	4:28:38	8.823	Level 2	1	J1772	82763	1416 10th Street	Sacramento	CT2000-HD-CCR
DGS MAIN / LOT 14 STATION4	DGS MAIN	12/30/2017 18:41	12/30/2017 21:59	PST	12/30/2017 22:00	3:17:46	2:42:50	8.185	Level 2	1	J1772	30753	1517 13th St	Sacramento	CT2000-HD-CCR
DGS MAIN / LOT 14 STATION2	DGS MAIN	12/29/2017 10:09	12/29/2017 15:11	PST	12/30/2017 3:09	5:02:32	2:48:41	8.454	Level 2	1	J1772	26013	1517 13th St	Sacramento	CT2000-HD-GWI-CCR
DGS MAIN / BOE 4	DGS MAIN	12/29/2017 16:11	12/29/2017 18:22	PST	12/29/2017 19:30	2:10:47	1:59:23	5.747	Level 2	1	J1772	137049	450 N St	Sacramento	CT4020-HD





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1m

**Meeting Date:** November 21, 2024

**Subject:** Approve Resolution No. 3463 Resolution to Convey Public Utilities Easement to County of Sacramento at Nicholas Elementary School

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Facilities Support Services

**Recommendation:** Subsequent to Public Hearing Item 10.3, approve Resolution No. 3463, which conveys utility easement entitlements to County of Sacramento for the Nicholas Elementary School construction project.

**Background/Rationale:** The District is rebuilding Nicholas Elementary and County of Sacramento has jurisdiction over the sewer facilities that serve the Nicholas site. County of Sacramento requires a utility easement to move and provide sewer services to the site.

**Financial Considerations:** N/A

**LCAP Goal(s):** SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

**Documents Attached:**

1. Resolution No. 3463
2. County of Sacramento Easement Documents

**Estimated Time of Presentation:** N/A

**Submitted by:** Ben Wangberg, Manager, Facilities Planning  
Nathaniel Browning, Director, Planning and Property Management

**Approved by:** Chris Ralston, Assistant Superintendent, Facility Support Services  
Janea Marking, Chief Business and Operations Officer  
Lisa Allen, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3463**

**RESOLUTION TO CONVEY PUBLIC UTILITIES EASEMENT TO COUNTY OF  
SACRAMENTO AT NICHOLAS ELEMENTARY SCHOOL**

**WHEREAS**, the Sacramento City Unified School District (“District”) owns the property at Nicholas Elementary School located at 6601 Steiner Drive, in the County of Sacramento;

**WHEREAS**, District’s request for Sacramento County Sewer Service at Nicholas School requires installation in accordance with County of Sacramento’s rules and regulations;

**WHEREAS**, County of Sacramento is seeking to acquire a permanent easement (“Permanent Easement”) for the Utility Access, which will consist of the installation of one (1) utility access facility near the Western property line and along Steiner Drive, on a 20.00 foot wide strip of land that extends 14.44 feet into the property at the center line of the 20.00 foot strip, lengthening and shortening at the sidelines to terminate at the Southwest property line, approximately 290 square feet;

**WHEREAS**, utilities are necessary for the provision of adequate school housing;

**WHEREAS**, County of Sacramento’s design team has drafted an Easement Right of Way;

**WHEREAS**, the Utility Easement totals a 20 foot long and approximately 14.44 foot wide strip of land totaling approximately 290 square feet and includes necessary utility facilities and infrastructure required by County of Sacramento;

**WHEREAS**, The Board of Education adopted Resolution No. 3459 at the November 7, 2024 meeting, declaring its intention to convey easement entitlements to County of Sacramento for utilities; and

**WHEREAS**, Resolution No. 3459 was posted in three public locations within the District and a Notice of Public Hearing was published in The Daily Recorder on November 14, 2024.

**NOW, THEREFORE, BE IT RESOLVED** by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct.
2. Adopts this Resolution conveying easement entitlements to County of Sacramento for utilities to Nicholas Elementary located at 6601 Steiner Drive, in the County of Sacramento.
3. Authorizes the Superintendent, or their designee, to review and execute any and all easement entitlements with related facilities, including agreements and plans, to County of Sacramento as necessary to carry out the purpose of this Resolution.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this September 5, 2024, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

ATTESTED TO:

\_\_\_\_\_  
Lavina Phillips  
President of the Board of Education

\_\_\_\_\_  
Lisa Allen  
Superintendent

**WHEN RECORDED RETURN TO:  
REAL ESTATE DIVISION  
COUNTY OF SACRAMENTO  
3711 Branch Center Road  
Sacramento, CA 95827  
Mail Code 63-002**

**No Fee Document - Per Government Code 27383  
No Document Transfer Tax - Per R & T Code 11922**

**Okay to Accept**

**Name/Date:** \_\_\_\_\_

**Print Name & Dept:** \_\_\_\_\_

**APN:** \_\_\_\_\_

**Project Name & Dept:** \_\_\_\_\_ (SacSewer) **THIS SPACE FOR RECORDER'S USE ONLY**

## **EASEMENT FOR SEWER**

### **Sacramento City Unified School District, a Political Subdivision of the State of California**

(hereinafter referred to as "GRANTOR"), do(es) hereby grant to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, (hereinafter referred to as "SacSewer"), an easement, for sewer purposes, (hereinafter referred to as "Easement"), inclusive of digging, constructing, reconstructing, repairing, operating, upgrading and forever maintaining sanitary sewer pipelines, of such dimensions as SacSewer shall deem necessary, together with all necessary appurtenances, including the right to excavate, construct, reconstruct, repair, operate, upgrade and forever maintain said facilities appertaining thereto, including a perpetual right of way over, under, upon and across all that real property, (hereinafter referred to as "Easement Area"), situated in the County of Sacramento, State of California, described as follows:

**SEE EXHIBITS "A" and "B" attached hereto and made a part hereof;**

together with the perpetual right of ingress to and egress from said Easement Area, for the purpose of exercising and performing all of the rights and privileges herein granted.

Any use of this Easement Area by GRANTOR or assignees or successors in interest, shall not be allowed without the prior written approval of SacSewer; except for the following uses (collectively, the "Allowable Uses"): ( i ) lawn or similar groundcover; ( ii ) areas planted with species whose mature growth does not exceed five (5) feet in height and which are not environmentally protected; or ( iii ) non-colored and non-patterned asphalt and concrete driveways, sidewalks, bikepaths, surface parking, curbs and gutters. Any of said Allowable Uses shall not be installed in a manner that will impede vehicular access by SacSewer for maintenance purposes. Other than the aforementioned Allowable Uses, each use proposed by GRANTOR must be approved in writing by SacSewer's District Engineer, with said approval being in the District Engineer's sole discretion, prior to construction within or use of the Easement Area by the GRANTOR. For any required written approval, the GRANTOR shall contact the SacSewer Main Office. All use activities, including but not limited to Allowable Uses, shall not in any way limit SacSewer's rights under this Easement. Even if SacSewer's District Engineer has approved the use within the Easement Area, SacSewer retains the right to remove all or any part of the approved use to allow SacSewer to use the Easement Area at any time pursuant to the rights granted herein. Except for the Allowable Uses identified above, SacSewer shall not be liable for any cost related to the removal or replacement of said improvements constructed by GRANTOR within the Easement Area.

[Signature page follows]

**RED File No.** \_\_\_\_\_

**LOG No.** \_\_\_\_\_

[Signature page to Easement for Sewer]

**Warrant of Signature Authority.** The Grantor warrants the signature appearing on this instrument of real property (i.e. Easement Deed, Grant Deed, Quit Claim Deed) has the legal and requisite signatory authority for the conveyance of Grantor's real property interest. Further, the Parties acknowledge and agree that this Grantee, which is a public entity, is relying on said Warrant of Signature Authority when accepting this real property instrument for recordation.

Dated this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_

**Sacramento City Unified School District,  
a Political Subdivision of the State of California**

\_\_\_\_\_  
**(Type name of person signing document)**

\_\_\_\_\_  
**(Type name of Additional person signing document.  
Delete lines if not needed)**

\_\_\_\_\_  
**(Type Title of person signing document)**

\_\_\_\_\_  
**(Type Title of person signing document)**

A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF \_\_\_\_\_ )

COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_ before me, \_\_\_\_\_, notary public,  
date name of notary officer  
personally appeared \_\_\_\_\_,  
name(s) of signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

\_\_\_\_\_  
Signature of Notary

-----OPTIONAL SECTION-----

**CAPACITY CLAIMED BY SIGNER**

Though statute does not require the Notary to fill in the data below, doing so may prove invaluable to persons relying on the document.

- INDIVIDUAL
- CORPORATE OFFICER(S)

Title(s)

- PARTNER(S)     LIMITED
- GENERAL

- ATTORNEY-IN-FACT
- TRUSTEE(S)
- GUARDIAN/CONSERVATOR
- OTHER: \_\_\_\_\_

**SIGNER IS REPRESENTING:**  
Name of Person(s) or entity(ies)

**OPTIONAL SECTION:**

TITLE OR TYPE OF DOCUMENT: \_\_\_\_\_

DATA REQUESTED HERE IS NOT REQUIRED BY LAW.

NUMBER OF PAGES \_\_\_\_\_ DATE \_\_\_\_\_

SIGNER(S) OTHER THAN NAMED ABOVE \_\_\_\_\_

\*\*\*\*\*

**CERTIFICATE OF ACCEPTANCE**  
Sacramento Area Sewer District

This is to certify that the interest in real property conveyed by the within deed, the provisions of which are incorporated by this reference as though fully set forth in this Certification, to the Sacramento Area Sewer District, a county sanitation district formed pursuant to and operating under the authority of the County Sanitation District Act, commencing at Health and Safety Code section 4700, is hereby accepted by the undersigned officer pursuant to authority conferred by Resolution No. SD-0267 of the Board of Directors of said District adopted on October 11, 2017 and the Grantee consents to recordation thereof by its duly authorized officer.

\_\_\_\_\_  
Sacramento Area Sewer District Director of Collection System Operations

\_\_\_\_\_  
Date

\*\*\*\*\*

**EXHIBIT A**  
**SEWER EASEMENT**

A Portion of Lot A as shown on the "Plat of Fruitridge Vista Unit No. 14" filed in the office of the Sacramento County Recorder in Book 44 of Maps at Page 16, being a portion of Section 33, Township 8 North, Range 5 East, M.D.M., in unincorporated area of Sacramento County, State of California, more particularly described as follows:

a 20.00 foot wide strip of land, the centerline of which is described as follows:

Beginning at a point on the Southwest line of said Lot A, from which the Northwest corner of said Lot A bears along a 681.80 foot radius curve to the right, through a central angle of 9°26'09" a distance of 112.28 feet, said curve being subtended by a chord bearing of North 17°55'42" West 112.16 feet; Thence, from said Point of Beginning, North 67°20'53" East 14.44 feet.

The sidelines to be lengthened or shortened to terminate at the Southwest line of said Lot A.

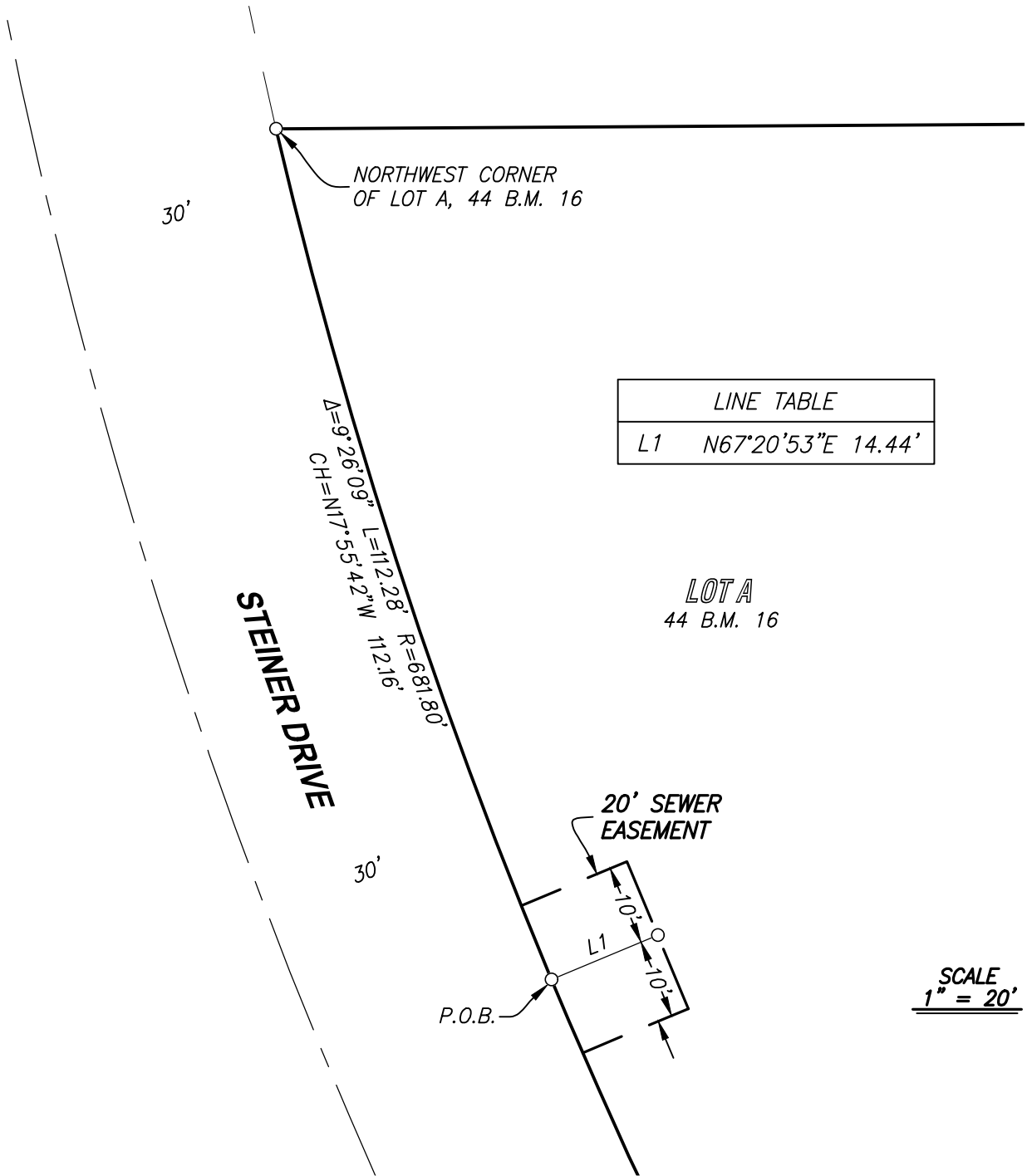


*Braden Barnum*

8-29-2024



# EXHIBIT "B"



LINE TABLE	
L1	N67°20'53"E 14.44'

LOT A  
44 B.M. 16

SCALE  
1" = 20'

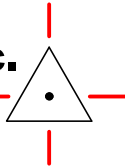
**SEWER EASEMENT  
A PORTION OF LOT A, 44 P.M. 16  
SECTION 33, T.8N., R.5E., M.D.M.  
COUNTY OF SACRAMENTO, CALIFORNIA**



**CenterPoint Engineering, Inc.**

Land Surveying & Construction Staking

4230 Rocklin Rd., Suite 200 • Rocklin, CA • 95677  
Phone: 916-773-4006 Fax: 916-773-4498



DRAWN BY: BB

CHECKED BY: AE

SHEET: 1 OF 1

DATE: 8-29-24

*Braden Barnum*



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1n

**Meeting Date:** November 21, 2024

**Subject:** Approve 24-25 Visual and Performing Arts AMS Budget Approval

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Academic Office/Curriculum and Instruction/Visual and Performing Arts

**Recommendation:** The Visual and Performing Arts (VAPA) Department recommends approving this proposed budget for use of AMS funding for the 24-25 School Year

**Background/Rationale:** AMS funds are distributed to SCUSD from Proposition 28. As a requirement of receiving these funds, each LEA needs to certify use of these funds and board approve the proposed budget for each site and the whole district. Once funds are approved, they are distributed to school sites, or to the VAPA budget to manage the spending and staffing for VAPA programs at each school. This proposal includes dependent charter schools in SCUSD

**Financial Considerations:** Upon approving the use and distribution of these funds, SCUSD will be able to use \$6,158,673.00 to be used specifically for Visual and Performing Arts Programs throughout the district. (Note this is \$354,386.00 less than the 23-24 allocation)

**LCAP Goal(s):** This funding is used to expand and increase equitability of arts education classes throughout the district in all grades

**Documents Attached:**

1. 24-25 AMS Budget Proposal Spreadsheet
2. 24-25 AMS Budget Rationale

**Estimated Time of Presentation:** N/A

**Submitted by:** Yvonne Wright, Chief Academic Officer and CJ  
DeAngelus, Visual and Performing Arts Coordinator

**Approved by:** Lisa Allen, Superintendent

**24-25 Proposition 28 Individual Site Budget Proposal**

School	TOTAL apportionment	Staffing? (80% minimum)	VAPA Library (2%)	District Indirect Admin Costs? (1%)	Community Partnerships (10%)	Consumable Equipment/Materials (1%)	Transportation /Field Trips (1.5%)	Professional Development (.5%)	Technology Purchases/Subscriptions (1.5%)	Facilities Repairs/Upgrades	Savings Rollover (2.5%)
A. M. Winn Waldorf-Inspired	\$59,888.00	\$47,910.40	\$1,197.76	\$598.88	\$5,988.80	\$598.88	\$898.32	\$299.44	\$898.32	\$0.00	\$1,497.20
Abraham Lincoln Elementary	\$87,711.00	\$70,168.80	\$1,754.22	\$877.11	\$8,771.10	\$877.11	\$1,315.67	\$438.56	\$1,315.67	\$0.00	\$2,192.78
Albert Einstein Middle	\$98,876.00	\$79,100.80	\$1,977.52	\$988.76	\$9,887.60	\$988.76	\$1,483.14	\$494.38	\$1,483.14	\$0.00	\$2,471.90
Alice Birney Waldorf-Inspired	\$63,537.00	\$50,829.60	\$1,270.74	\$635.37	\$6,353.70	\$635.37	\$953.06	\$317.69	\$953.06	\$0.00	\$1,588.43
American Legion High (Continuation)	\$27,228.00	\$21,782.40	\$544.56	\$272.28	\$2,722.80	\$272.28	\$408.42	\$136.14	\$408.42	\$0.00	\$680.70
Arthur A. Benjamin Health Professions High	\$28,594.00	\$22,875.20	\$571.88	\$285.94	\$2,859.40	\$285.94	\$428.91	\$142.97	\$428.91	\$0.00	\$714.85
Bowling Green Elementary	\$122,257.00	\$97,805.60	\$2,445.14	\$1,222.57	\$12,225.70	\$1,222.57	\$1,833.86	\$611.29	\$1,833.86	\$0.00	\$3,056.43
Bret Harte Elementary	\$35,218.00	\$28,174.40	\$704.36	\$352.18	\$3,521.80	\$352.18	\$528.27	\$176.09	\$528.27	\$0.00	\$880.45
C. K. McClatchy High	\$371,600.00	\$297,280.00	\$7,432.00	\$3,716.00	\$37,160.00	\$3,716.00	\$5,574.00	\$1,858.00	\$5,574.00	\$0.00	\$9,290.00
Caleb Greenwood Elementary	\$62,223.00	\$49,778.40	\$1,244.46	\$622.23	\$6,222.30	\$622.23	\$933.35	\$311.12	\$933.35	\$0.00	\$1,555.58
California Middle	\$118,798.00	\$95,038.40	\$2,375.96	\$1,187.98	\$11,879.80	\$1,187.98	\$1,781.97	\$593.99	\$1,781.97	\$0.00	\$2,969.95
Camellia Elementary	\$59,091.00	\$47,272.80	\$1,181.82	\$590.91	\$5,909.10	\$590.91	\$886.37	\$295.46	\$886.37	\$0.00	\$1,477.28
Capital City Independent Study	\$60,121.00	\$48,096.80	\$1,202.42	\$601.21	\$6,012.10	\$601.21	\$901.82	\$300.61	\$901.82	\$0.00	\$1,503.03
Caroline Wenzel Elementary	\$33,476.00	\$26,780.80	\$669.52	\$334.76	\$3,347.60	\$334.76	\$502.14	\$167.38	\$502.14	\$0.00	\$836.90
Cesar Chavez Intermediate	\$66,972.00	\$53,577.60	\$1,339.44	\$669.72	\$6,697.20	\$669.72	\$1,004.58	\$334.86	\$1,004.58	\$0.00	\$1,674.30
Crocker/Riverside Elementary	\$76,663.00	\$61,330.40	\$1,533.26	\$766.63	\$7,666.30	\$766.63	\$1,149.95	\$383.32	\$1,149.95	\$0.00	\$1,916.58
David Lubin Elementary	\$66,224.00	\$52,979.20	\$1,324.48	\$662.24	\$6,622.40	\$662.24	\$993.36	\$331.12	\$993.36	\$0.00	\$1,655.60
Earl Warren Elementary	\$72,928.00	\$58,342.40	\$1,458.56	\$729.28	\$7,292.80	\$729.28	\$1,093.92	\$364.64	\$1,093.92	\$0.00	\$1,823.20
Edward Kemble Elementary	\$81,793.00	\$65,434.40	\$1,635.86	\$817.93	\$8,179.30	\$817.93	\$1,226.90	\$408.97	\$1,226.90	\$0.00	\$2,044.83
Elder Creek Elementary	\$128,933.00	\$103,146.40	\$2,578.66	\$1,289.33	\$12,893.30	\$1,289.33	\$1,934.00	\$644.67	\$1,934.00	\$0.00	\$3,223.33
Ethel I. Baker Elementary	\$107,600.00	\$86,080.00	\$2,152.00	\$1,076.00	\$10,760.00	\$1,076.00	\$1,614.00	\$538.00	\$1,614.00	\$0.00	\$2,690.00
Ethel Phillips Elementary	\$77,492.00	\$61,993.60	\$1,549.84	\$774.92	\$7,749.20	\$774.92	\$1,162.38	\$387.46	\$1,162.38	\$0.00	\$1,937.30
Father Keith B. Kenny	\$41,701.00	\$33,360.80	\$834.02	\$417.01	\$4,170.10	\$417.01	\$625.52	\$208.51	\$625.52	\$0.00	\$1,042.53
Fern Bacon Middle	\$113,208.00	\$90,566.40	\$2,264.16	\$1,132.08	\$11,320.80	\$1,132.08	\$1,698.12	\$566.04	\$1,698.12	\$0.00	\$2,830.20
Genevieve Didion	\$81,354.00	\$65,083.20	\$1,627.08	\$813.54	\$8,135.40	\$813.54	\$1,220.31	\$406.77	\$1,220.31	\$0.00	\$2,033.85
George Washington Carver School of Arts and Science	\$25,557.00	\$20,445.60	\$511.14	\$255.57	\$2,555.70	\$255.57	\$383.36	\$127.79	\$383.36	\$0.00	\$638.93
Golden Empire Elementary	\$71,138.00	\$56,910.40	\$1,422.76	\$711.38	\$7,113.80	\$711.38	\$1,067.07	\$355.69	\$1,067.07	\$0.00	\$1,778.45
H. W. Harkness Elementary	\$47,889.00	\$38,311.20	\$957.78	\$478.89	\$4,788.90	\$478.89	\$718.34	\$239.45	\$718.34	\$0.00	\$1,197.23
Hiram W. Johnson High	\$267,716.00	\$214,172.80	\$5,354.32	\$2,677.16	\$26,771.60	\$2,677.16	\$4,015.74	\$1,338.58	\$4,015.74	\$0.00	\$6,692.90
Hollywood Park Elementary	\$43,492.00	\$34,793.60	\$869.84	\$434.92	\$4,349.20	\$434.92	\$652.38	\$217.46	\$652.38	\$0.00	\$1,087.30
Hubert H. Bancroft Elementary	\$60,590.00	\$48,472.00	\$1,211.80	\$605.90	\$6,059.00	\$605.90	\$908.85	\$302.95	\$908.85	\$0.00	\$1,514.75
Isador Cohen Elementary	\$56,029.00	\$44,823.20	\$1,120.58	\$560.29	\$5,602.90	\$560.29	\$840.44	\$280.15	\$840.44	\$0.00	\$1,400.73
James Marshall Elementary	\$58,120.00	\$46,496.00	\$1,162.40	\$581.20	\$5,812.00	\$581.20	\$871.80	\$290.60	\$871.80	\$0.00	\$1,453.00
John Bidwell Elementary	\$47,224.00	\$37,779.20	\$944.48	\$472.24	\$4,722.40	\$472.24	\$708.36	\$236.12	\$708.36	\$0.00	\$1,180.60
John Cabrillo Elementary	\$61,579.00	\$49,263.20	\$1,231.58	\$615.79	\$6,157.90	\$615.79	\$923.69	\$307.90	\$923.69	\$0.00	\$1,539.48
John D. Sloat Elementary	\$38,725.00	\$30,980.00	\$774.50	\$387.25	\$3,872.50	\$387.25	\$580.88	\$193.63	\$580.88	\$0.00	\$968.13
John F. Kennedy High	\$290,829.00	\$232,663.20	\$5,816.58	\$2,908.29	\$29,082.90	\$2,908.29	\$4,362.44	\$1,454.15	\$4,362.44	\$0.00	\$7,270.73
John H. Still	\$123,852.00	\$99,081.60	\$2,477.04	\$1,238.52	\$12,385.20	\$1,238.52	\$1,857.78	\$619.26	\$1,857.78	\$0.00	\$3,096.30
John Morse Therapeutic Center	\$2,525.00	\$2,020.00	\$50.50	\$25.25	\$252.50	\$25.25	\$37.88	\$12.63	\$37.88	\$0.00	\$63.13
Leataata Floyd Elementary	\$39,021.00	\$31,216.80	\$780.42	\$390.21	\$3,902.10	\$390.21	\$585.32	\$195.11	\$585.32	\$0.00	\$975.53
Leonardo Da Vinci	\$107,960.00	\$86,368.00	\$2,159.20	\$1,079.60	\$10,796.00	\$1,079.60	\$1,619.40	\$539.80	\$1,619.40	\$0.00	\$2,699.00
Luther Burbank High	\$260,826.00	\$208,660.80	\$5,216.52	\$2,608.26	\$26,082.60	\$2,608.26	\$3,912.39	\$1,304.13	\$3,912.39	\$0.00	\$6,520.65

Mark Twain Elementary	\$42,469.00	\$33,975.20	\$849.38	\$424.69	\$4,246.90	\$424.69	\$637.04	\$212.35	\$637.04	\$0.00	\$1,061.73		
Martin Luther King, Jr.	\$52,217.00	\$41,773.60	\$1,044.34	\$522.17	\$5,221.70	\$522.17	\$783.26	\$261.09	\$783.26	\$0.00	\$1,305.43		
Matsuyama Elementary	\$62,363.00	\$49,890.40	\$1,247.26	\$623.63	\$6,236.30	\$623.63	\$935.45	\$311.82	\$935.45	\$0.00	\$1,559.08		
Miwok Middle	\$162,953.00	\$130,362.40	\$3,259.06	\$1,629.53	\$16,295.30	\$1,629.53	\$2,444.30	\$814.77	\$2,444.30	\$0.00	\$4,073.83		
New Joseph Bonnheim (NJB) Community Charter	\$42,783.00	\$34,226.40	\$855.66	\$427.83	\$4,278.30	\$427.83	\$641.75	\$213.92	\$641.75	\$0.00	\$1,069.58		
New Technology High	\$24,692.00	\$19,753.60	\$493.84	\$246.92	\$2,469.20	\$246.92	\$370.38	\$123.46	\$370.38	\$0.00	\$617.30		
Nicholas Elementary	\$82,239.00	\$65,791.20	\$1,644.78	\$822.39	\$8,223.90	\$822.39	\$1,233.59	\$411.20	\$1,233.59	\$0.00	\$2,055.98		
O. W. Erlewine Elementary	\$44,625.00	\$35,700.00	\$892.50	\$446.25	\$4,462.50	\$446.25	\$669.38	\$223.13	\$669.38	\$0.00	\$1,115.63		
Oak Ridge Elementary	\$77,266.00	\$61,812.80	\$1,545.32	\$772.66	\$7,726.60	\$772.66	\$1,158.99	\$386.33	\$1,158.99	\$0.00	\$1,931.65		
Pacific Elementary	\$112,672.00	\$90,137.60	\$2,253.44	\$1,126.72	\$11,267.20	\$1,126.72	\$1,690.08	\$563.36	\$1,690.08	\$0.00	\$2,816.80		
Parkway Elementary	\$78,126.00	\$62,500.80	\$1,562.52	\$781.26	\$7,812.60	\$781.26	\$1,171.89	\$390.63	\$1,171.89	\$0.00	\$1,953.15		
Phoebe A. Hearst Elementary	\$79,503.00	\$63,602.40	\$1,590.06	\$795.03	\$7,950.30	\$795.03	\$1,192.55	\$397.52	\$1,192.55	\$0.00	\$1,987.58		
Pony Express Elementary	\$58,301.00	\$46,640.80	\$1,166.02	\$583.01	\$5,830.10	\$583.01	\$874.52	\$291.51	\$874.52	\$0.00	\$1,457.53		
Rosa Parks Elementary	\$127,212.00	\$101,769.60	\$2,544.24	\$1,272.12	\$12,721.20	\$1,272.12	\$1,908.18	\$636.06	\$1,908.18	\$0.00	\$3,180.30		
Rosemont High	\$234,721.00	\$187,776.80	\$4,694.42	\$2,347.21	\$23,472.10	\$2,347.21	\$3,520.82	\$1,173.61	\$3,520.82	\$0.00	\$5,868.03		
Sam Brannan Middle	\$63,329.00	\$50,663.20	\$1,266.58	\$633.29	\$6,332.90	\$633.29	\$949.94	\$316.65	\$949.94	\$0.00	\$1,583.23		
School of Engineering & Sciences	\$81,254.00	\$65,003.20	\$1,625.08	\$812.54	\$8,125.40	\$812.54	\$1,218.81	\$406.27	\$1,218.81	\$0.00	\$2,031.35		
Sequoia Elementary	\$69,746.00	\$55,796.80	\$1,394.92	\$697.46	\$6,974.60	\$697.46	\$1,046.19	\$348.73	\$1,046.19	\$0.00	\$1,743.65		
Success Academy	\$1,267.00	\$1,013.60	\$25.34	\$12.67	\$126.70	\$12.67	\$19.01	\$6.34	\$19.01	\$0.00	\$31.68		
Susan B. Anthony Elementary	\$51,670.00	\$41,336.00	\$1,033.40	\$516.70	\$5,167.00	\$516.70	\$775.05	\$258.35	\$775.05	\$0.00	\$1,291.75		
Sutterville Elementary	\$54,399.00	\$43,519.20	\$1,087.98	\$543.99	\$5,439.90	\$543.99	\$815.99	\$272.00	\$815.99	\$0.00	\$1,359.98		
Suy:u Elementary	\$65,640.00	\$52,512.00	\$1,312.80	\$656.40	\$6,564.00	\$656.40	\$984.60	\$328.20	\$984.60	\$0.00	\$1,641.00		
Tahoe Elementary	\$46,841.00	\$37,472.80	\$936.82	\$468.41	\$4,684.10	\$468.41	\$702.62	\$234.21	\$702.62	\$0.00	\$1,171.03		
The MET	\$32,006.00	\$25,604.80	\$640.12	\$320.06	\$3,200.60	\$320.06	\$480.09	\$160.03	\$480.09	\$0.00	\$800.15		
Theodore Judah Elementary	\$59,453.00	\$47,562.40	\$1,189.06	\$594.53	\$5,945.30	\$594.53	\$891.80	\$297.27	\$891.80	\$0.00	\$1,486.33		
Umoja International Academy	\$77,864.00	\$62,291.20	\$1,557.28	\$778.64	\$7,786.40	\$778.64	\$1,167.96	\$389.32	\$1,167.96	\$0.00	\$1,946.60		
Washington Elementary	\$49,709.00	\$39,767.20	\$994.18	\$497.09	\$4,970.90	\$497.09	\$745.64	\$248.55	\$745.64	\$0.00	\$1,242.73		
West Campus	\$123,127.00	\$98,501.60	\$2,462.54	\$1,231.27	\$12,312.70	\$1,231.27	\$1,846.91	\$615.64	\$1,846.91	\$0.00	\$3,078.18		
Will C. Wood Middle	\$116,054.00	\$92,843.20	\$2,321.08	\$1,160.54	\$11,605.40	\$1,160.54	\$1,740.81	\$580.27	\$1,740.81	\$0.00	\$2,901.35		
William Land Elementary	\$48,805.00	\$39,044.00	\$976.10	\$488.05	\$4,880.50	\$488.05	\$732.08	\$244.03	\$732.08	\$0.00	\$1,220.13		
Woodbine Elementary	\$47,911.00	\$38,328.80	\$958.22	\$479.11	\$4,791.10	\$479.11	\$718.67	\$239.56	\$718.67	\$0.00	\$1,197.78		
District Office	\$165,590.00	\$132,472.00	\$3,311.80	\$1,655.90	\$16,559.00	\$1,655.90	\$2,483.85	\$827.95	\$2,483.85	\$0.00	\$4,139.75		
<b>District Total (Inc Dep Charters)</b>	<b>\$6,183,365.00</b>	<b>\$4,946,692.00</b>	<b>\$123,667.30</b>	<b>\$61,833.65</b>	<b>\$618,336.50</b>	<b>\$61,833.65</b>	<b>\$92,750.48</b>	<b>\$30,916.83</b>	<b>\$92,750.48</b>	<b>\$0.00</b>	<b>\$154,584.13</b>	<b>\$6,183,365.00</b>	
District Total w/o Charters	5,936,070											\$1,051,172.05	Non-Staffing

## SCUSD Art and Music in Schools (AMS - Prop 28) 24-25 Budget Proposal

Presented by C.J. DeAngelus; Coordinator III - Visual and Performing Arts

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24. The full text of the statute is available here: [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code](#). All funds must be used to supplement funding for arts education programs. Schools may pool their AMS funds for inter-school programs, but funds cannot be reallocated to different school sites.

### Rationale

The Visual and Performing Arts Department submits this proposed budget for the use of State AMS (Prop 28) Funds for immediate use for the 2024-25 school year.

The VAPA Department is proposing that the district distribute the 24-25 allocation to school sites using the amounts that the CA Department of Education has determined that each school has received based on Title I and ADA. We also propose that 80% of the total allocation be used for certificated and classified staffing, 1% be used for indirect district administrative costs, 2% be used to support teachers through the VAPA Library and the remaining 17% be used as discretionary funding for schools to use in the following categories: **Community Partnerships, Equipment/Materials, Transportation/Field Trips, Professional Development, Educational Technology purchases/subscription, and Facilities Upgrades/Repairs**. We also suggest that each site save 2.5% for next year, to account for any unanticipated costs or if the funding amount decreases.

Each school site has 3 years to expend these funds on VAPA programs.

This proposal includes the allocations for the dependent charter schools: Bowling Green, George Washington Carver School of Arts and Sciences, New Joseph Bonnheim, New Technology High, and The Met. Each of these schools are responsible independently for reporting their expenditures to CDE, but this approved budget will appear on the SCUSD website for them to link to when reporting.

The proposed categorical totals are as follows:

**Total Amount for all SCUSD schools: \$6,183,365**

Total for Staffing:	\$4,946,692
Total for VAPA Library:	\$123,667.30
Total Indirect District Admin Costs	\$61,833.65
All Other Expenditures	\$1,051,172.05



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1o

**Meeting Date:** November 21, 2024

**Subject:** Approve Staff Recommendation for Expulsion #11 of the 2024-25 school year

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Deputy Superintendent's Office; Student Hearing and Placement Department

**Recommendation:** Approve staff recommendation for Expulsion #11 of the 2024-25 school year

**Background/Rationale:** N/A

**Financial Considerations:** N/A

**LCAP Goal(s):** College and Career Ready Students

**Documents Attached:** N/A

**Estimated Time of Presentation:** N/A

**Submitted by:** David Van Natten, Director, Student Hearing and Placement

**Approved by:** Lisa Allen, Superintendent



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1p

**Meeting Date:** November 21, 2024

**Subject:** Approve Retention of 5 Consultant Firms for RFQ #24-112104 Solar Projects, in Response to Request for Qualifications

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Business Services

**Recommendation:** Approve retention of 5 Solar Consultant Firms for the District's RFQ #24-112104 Solar Projects, in response to Request for Qualifications

**Background/Rationale:** The District will require the services of potential consultants and contractors capable of and interested in implementing energy conservations contracts. On October 4, 2024, the District issued a Request for Qualifications for Solar Project Services to establish a Pool Group of Solar Consultants. Proposals were due October 25, 2024. 6 proposals were received and evaluated by a Selection Advisory Committee comprised of District operational and academic staff. The panel considered relevant factors, qualifications and experience and determined 5 Solar consultants should be retained to the Pool Group for current and future needs.

Therefore, it is recommended that the 5 entities below serve as the District's Solar Pool Group to provide services on a project-by-project basis.

ABM Builders  
Ameresco  
Engie

Forefront Power  
SiteLogiq

**Financial Considerations:** None

**LCAP Goal(s):** Operational Excellence

**Documents Attached:**

1. List of Selection Advisory Committee

**Estimated Time of Presentation:** N/A

**Submitted by:** Janea Marking, Chief Business Officer  
Tina Alvarez Bevens, Contract Analyst

**Approved by:** Lisa Allen, Superintendent



**2024 Request for Qualifications for Solar Project Services – Selection Advisory Committee**

<b><u>Title</u></b>	<b><u>Name</u></b>	<b><u>Department</u></b>	<b><u>Role</u></b>
Assistant Superintendent of Facilities	Chris Ralston	Facilities Support Services	Screen
Director II, Facilities	Nathaniel Browning	Facilities Support Services	Screen
Manager II, Environmental Sustainability	Chamberlain Segrest	Facilities Support Services	Screen
Contract Analyst	Tina Alvarez Bevens	Purchasing	Facilitator



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1g

**Meeting Date:** November 21, 2024

**Subject:** Approve the Annual Organization Meeting Date of December 19, 2024

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Board of Education/Legal Services

**Recommendation:** Approve Annual Organization Meeting for December 19, 2024

**Background/Rationale:** Pursuant to Ed. Code 35143, the Board of Education is required to set an annual organizational meeting within a 15-day period that commences with the second Friday in December following the regular election. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held on any date in December, but no later than December 20.

That 15-day period for 2024 is December 13-27, 2024. The day and time of the annual meeting is to be selected by the governing Board at its regular meeting held immediately prior to the first day of such 15-day period, and the Board of Education shall notify the County Superintendent of Schools of the day and time selected.

The designated organizational meeting of the Board of Education is slated for **Thursday, December 19, 2024, at 6:00 p.m.**

**Financial Considerations:** Family and community Engagement

**LCAP Goal(s):** N/A

**Documents Attached:**

1. Notice of Annual Organizational Meeting for Governing Boards
2. Scheduling of Annual Organizational Meeting Form
3. Certificate of Election

4. Education Code Section 35143 and 5017

<p><b>Estimated Time of Presentation:</b> N/A <b>Submitted by:</b> Lisa Allen, Interim Superintendent <b>Approved by:</b> Lisa Allen, Interim Superintendent</p>
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## Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent *Dave*

DATE: October 17, 2024

### **SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS**

Under the provisions of Education Code section 35143, your governing board is required to set an annual organizational meeting in years in which a regular election for governing board members is conducted “within a 15-day period that commences with the second Friday in December following the regular election.”<sup>1</sup>

**The period for your 2024 annual  
organizational meeting is:  
December 13-27**

**The day and time of your annual organizational meeting are to be selected by your governing board at its last regular meeting held *immediately before the 15-day period listed above*, and the County Superintendent of Schools shall be notified of the day and time selected.**

Following your regular meeting at which you set your annual organizational meeting, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

**NOTE: Education Code section 35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than **5:00 p.m. on December 1, 2024**. If necessary, please email the form to [wwatson@scoe.net](mailto:wwatson@scoe.net).**

After your organizational meeting has been held, please have the enclosed “Certificate of Election of Board President, Clerk, and Board Representative” completed, signed, and forwarded to this office. If you have any questions, please call Wende Watson at 916.228.2410.

Enclosures

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<sup>1</sup> Board members elected at a regular election in November commence their term on the second Friday in December. (Ed. Code, § 5017.)

## SCHEDULING OF ANNUAL ORGANIZATIONAL MEETING

TO: David W. Gordon, County Superintendent  
Sacramento County Office of Education  
P.O. Box 269003  
Sacramento, CA 95826-9003

FROM: Sacramento City Unified School District

The annual organizational meeting of this district has been set for:

Date: December 19, 2024

Time: 5:00 p.m. Closed Session; 6:00 p.m. Open Session

Place: Serna Center, 5735 47th Avenue, Sacramento, CA

This action was taken during the regular meeting *immediately preceding* the fifteen day period for holding the annual meeting (December 13-27, 2024).

I hereby certify that all members and members-elect will be notified in writing of the time and place of the annual organizational meeting.

Signed: \_\_\_\_\_

Lisa Allen

Title: Superintendent

Date: November 21, 2024

**PLEASE NOTE:** If the district does not confirm the scheduling of its annual organizational meeting, the County Superintendent of Schools shall set the date and time of the district's annual organizational meeting as required by Education Code section 35143.

**CERTIFICATE OF ELECTION**  
**OF**  
**BOARD PRESIDENT, VICE PRESIDENT, AND**  
**OTHER BOARD OFFICER OR REPRESENTATIVE**

**INSTRUCTIONS:** *Please complete and forward this certificate to the County Superintendent of Schools immediately following your annual organizational meeting, which must be held between December 13 and December 27, 2024.*

It is hereby certified that at the annual organizational meeting of the governing board of the \_\_\_\_\_ District, held \_\_\_\_\_, 2024, the following officers and representatives were elected:

**PRESIDENT:** \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

**VICE PRESIDENT:** \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

**OTHER BOARD OFFICER OR REPRESENTATIVE:** \_\_\_\_\_

(if any)

Address: \_\_\_\_\_  
\_\_\_\_\_

Submitted by: \_\_\_\_\_

Title: \_\_\_\_\_

**Return to:** **Wende Watson**  
**Sacramento County Office of Education**  
**P.O. Box 269003**  
**Sacramento, CA 95826-9003**

### **Education Code Section 35143**

- (a) The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the second Friday in December following the regular election. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held on any date in December, but no later than December 20. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected, in a year in which a regular election for governing board members is conducted, by the board at its regular meeting held immediately before the first day of such 15-day period, or in a year in which no such regular election for governing board members is conducted, by the board at its last regular meeting held immediately before the organizational meeting. The board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days before the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.
- (b) If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, before the first day of such 15-day period and after the regular meeting of the board held immediately before the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. The county superintendent of schools shall notify in writing all members and members-elect of the date and time.
- (c) At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.
- (d) At the annual meeting each city board of education shall organize by electing a president from its members.
- (e) At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.
- (f) As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations that shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

### **Education Code Section 5017**

Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his or her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.