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# 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, September 5, 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

2024/25-2

*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 54956.9 - Conference with Legal Counsel:

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Nine Potential Cases)

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 Government Code 54957- Public Employee Appointment (a) Approve- Bowling Green McCoy, Principal

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 Tara Jeane*

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*

6:57 p.m. **8.2** *District Advisory Committees:*

- *Student Advisory Council*
- *Community Advisory Committee*
- *District English Learner Advisory Committee*
- *Local Control Accountability Plan/Parent Advisory Committee*
- *Black/African American Advisory Board*
- *Community Schools Advisory Committee*
- *American Indian Education Program Parent Committee*

**Information**  
*3 minutes each*

**9.0** ***SPECIAL PRESENTATION***

7:18 p.m. **9.1** *Opening of Schools (Various)*

**Information**  
*15 minute presentation*  
*15 minute discussion*

7:48 p.m.	9.2	<i>Approve Resolution No. 3435: Recognition of National Attendance Awareness Month, September 2024 (Sandra Laird &amp; Andrea Torres)</i>	<b>Action</b> 5 minute presentation 5 minute discussion
7:58 p.m.	9.3	<i>B/AAAB Update (Yvonne Wright &amp; Daniel Rolleri)</i>	<b>Information</b> 10 minute presentation 10 minute discussion
8:18 p.m.	9.4	<i>SCUSD- Black Parallel School Board (BPSB) Action Plan (Geovanni Linares)</i>	<b>Conference/Action</b> 10 minute presentation 10 minute discussion
8:38 p.m.	9.5	<i>Approve Grand Jury Response (Board President Lavinia Phillips)</i>	<b>Action</b> 5 minute presentation 10 minute discussion

**10.0 PUBLIC HEARING**

8:53 p.m.	10.1	<i>Determination Hearing for Charter Renewal for Growth Public Schools (Amanda Goldman)</i>	<b>Action</b> 15 minute presentation 15 minute discussion
9:23 p.m.	10.2	<i>Approve Public Hearing Resolution No. 3433: Resolution to Convey Public Utilities Easement to Sacramento Municipal Utility District at Oak Ridge Elementary School (Janea Marking)</i>	<b>Information</b> 5 minute presentation 5 minute discussion

**11.0 COMMUNICATIONS**

9:33 p.m.	11.1	<i>Student Member Report (Justine Chueh-Griffith)</i>	<b>Information</b> 5 minutes
9:38 p.m.	11.2	<i>Superintendent's Report (Lisa Allen)</i>	<b>Information</b> 5 minutes
9:43 p.m.	11.3	<i>President's Report (Lavinia Phillips)</i>	<b>Information</b> 5 minutes
9:48 p.m.	11.4	<i>Information Sharing by Board Members</i>	<b>Information</b> 10 minutes

9:58 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 Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of June 1-30, 2024 (Janea Marking)*

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

*12.1e Approve Donations to the District for the Period of June 1-30, 2024 (Janea Marking)*

*12.1f Approve Personnel Transactions (Cancy McArn)*

*12.1g Approve Revised Board of Education Meeting Calendar for 2024-2025 (Lisa Allen)*

*12.1h Approve minutes for the May 16, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1i Approve minutes for the June 6, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1j Approve minutes for the June 20, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1k Approve minutes for the August 8, 2024, Regular Board of Education Meeting (Lisa Allen)*

*12.1l Approve Resolution No. 3433 Resolution to Convey Public Utilities Easement to Sacramento Municipal Utility District at Oak Ridge Elementary School (Janea Marking)*

*12.1m Approve Resolution No. 3434: Resolution Regarding Board Stipends (Lisa Allen)*

*12.1n Approve Job Descriptions (Cancy McArn & Dan Schallock)*

*12.1o Approve Salary Schedules (Cancy McArn & Dan Schallock)*

*10:00 p.m.*    **13.0    FUTURE BOARD MEETING DATES / LOCATIONS**

✓ *September 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*

✓ *October 3, 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*

*10:02 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:** September 5, 2024

**Subject:** Opening of Schools

- 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:** None

**Background/Rationale:** The purpose of this Board agenda item is to provide an overview of the opening of school preparations and results across multiple departments including Academics, Enrollment, Youth Development, Facilities and Operations, Health Services, Human Resources, Nutrition Services, Safety, Student Attendance, and Communications.

**Financial Considerations:** None

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

**Documents Attached:** None

**Estimated Time of Presentation:** 15 minutes

**Submitted by:** Yvonne Wright, Chief Academic Officer

**Approved by:** Lisa Allen, Superintendent



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

Agenda Item# 9.2

**Meeting Date:** September 5, 2024

**Subject:** Approve Resolution No. 3435: Recognition of National Attendance Awareness Month, September 2024

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

**Division:** Academic Office: Attendance and Engagement Department

**Recommendation:** Approve Resolution No. 3435: Recognition of National Attendance Awareness Month, September 2024

**Background/Rationale:** September is “Attendance Awareness Month.” This resolution will share that at SCUSD we are committed to focusing on reducing absenteeism and addressing the factors that cause students to miss school. School attendance is crucial in order to ensure all children an equal opportunity to learn, grow and thrive academically, emotionally, and socially.

**Financial Considerations:** N/A

**LCAP Goal(s):** Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.

**Documents Attached:**

Resolution No. 3435: Recognition of National Attendance Awareness Month, September 2024

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Shannon Pella, Sandra Laird, Andrea Torres

**Approved by:** Lisa Allen, Superintendent



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3435**

**Attendance Awareness Month Resolution  
September 2024**

**WHEREAS** the nation is experiencing a school absenteeism crisis, making good attendance more essential than ever to student well-being, achievement and graduation,

**WHEREAS** students and families are more likely to show up and engage when there are positive conditions for learning at school, including physical and emotional health and safety; a sense of belonging, connection and support; academic challenges and engagement; and adults and peers with social emotional competency,

**WHEREAS** reducing chronic absence (missing 10% or more of school for any reason) requires a comprehensive trauma-informed approach that starts with prevention and early intervention, including developing routines and trusting relationships that create a sense of belonging,

**WHEREAS** improving attendance and engagement takes schools, families, elected leaders and other community partners working together to rebuild regular and trusting communications and to identify and address barriers to being in school,

**WHEREAS** taking attendance daily in a caring, consistent manner is essential to identifying when students begin to miss too much school, and for noticing - as soon as possible - when students are starting to miss too much school and engaging students and families with needed support and resources,

**NOW, THEREFORE BE IT RESOLVED** that Sacramento City Unified School District stands with the nation in recognizing September as "Attendance Awareness Month." We hereby commit to focusing on reducing absenteeism and addressing the factors that cause students to miss school in order to ensure all children an equal opportunity to learn, grow and thrive academically, emotionally, and socially. We recognize that we must work together to build an engaging school environment that motivates attendance and sends the message that learning can and must continue.

**Specifically, we will:**

- 1. Engage students, families, educators and the broader community – in working together to identify and remove barriers to attending school in our community,***

*and develop meaningful solutions that ensure all children and youth keep learning despite today's many challenges;*

- 2. Affirm the importance of attending and engaging in school, and discuss with students and families what is needed to make showing up to school worthwhile;*
- 3. Work directly with school sites to engage staff, students and families in an ongoing effort to improve attendance;*
- 4. Continue to analyze our data to identify which students and schools in our district are most affected by chronic absence, as well as to determine common attendance challenges, specific to our urban community, that need to be addressed;*
- 5. Continue to analyze our data to identify which students and schools in our district are most affected by chronic absence, as well as to determine common attendance challenges, specific to our urban community that need to be addressed;*
- 6. Provide research-based early intervention support to students who are at risk of becoming or are already considered chronically absent.*

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 5<sup>th</sup> day of September 2024, by the following vote:

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

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Lisa Allen  
Superintendent

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Lavinia Phillips  
President of the Board of Education





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

**Meeting Date:** September 5, 2024

**Subject:** B/AAAB 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:** NA

**Background/Rationale:**

On May 16, 2024, the Black African American Advisory Board, led by President Terrance Gladney, presented its annual report to the Board of Education. This report included several recommendations aimed at enhancing educational equity and outcomes for Black and African American students within our district. These recommendations are aligned with the district's commitment to fostering an inclusive and supportive learning environment for all students.

This presentation serves as an essential update to the Board on the district's progress in implementing the recommendations put forth by the Black African American Advisory Board. It is imperative that the Board is informed of the strides we have made and the next steps in our ongoing efforts to address the needs of Black and African American students.

**Financial Considerations:**

**LCAP Goal(s):** Goal 1: College Career Readiness  
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students  
Goal 4: Culture and Climate – Dismantling Systems  
Goal 5: Engagement/Empowerment

**Documents Attached:** NA

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Yvonne Wright, Chief Academic Officer

**Approved by:** Lisa Allen, Superintendent



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.4

**Meeting Date:** September 5, 2024

**Subject:** *SCUSD- Black Parallel School Board (BPSB) Action Plan*

- 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:** Approve and adopt

**Background/Rationale:** The Sacramento City Unified School District (SCUSD) Black Parallel School Board (BPSB) Action Plan is designed to address the educational disparities faced by Black students, particularly Black students with disabilities, within the district. Recognizing that Black students with disabilities often encounter compounded challenges, the plan emphasizes the need for responsive practices tailored to their unique needs with systematic accountability driven by a continuous improvement model. It advocates for the development of a comprehensive MTSS, the updating of policies, practices, and procedures, increased access to specialized support services, and the re-imagining of a full continuum of supports through data analysis and committee collaboration. The plan also seeks to reform disciplinary practices that disproportionately affect these students, promoting restorative approaches that consider the intersectionality of race and disability. Through collaboration between the district, community members, and educational partners, the BPSB Action Plan aims to provide a more equitable and inclusive education for Black students, particularly those with disabilities.

**Financial Considerations:**

**LCAP Goal(s):** NA

**Documents Attached: SCUSD- *Black Parallel School Board (BPSB) Action Plan***

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Yvonne Wright, Chief Academic Officer  
Geovanni Linares, SELPA Director

**Approved by:** Lisa Allen, Superintendent

# 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 (see attachment page for all links below)

- [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**

<b>Central Office</b>	<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</p> <p>Coordinator - School Psychologists</p> <p>Coordinator - Related services (if more than one person, include all)</p>
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<b>Support Staff</b>	<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>	<p><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></p> <p>Geovanni Linares—SELPA, Serving as Interim Administrator for John Morse Therapeutic Center</p> <p>Nisha Turturici—AM Winn Public Waldorf</p> <p>Dominic Campos—Mark Twain</p> <p>Jacki Glasper—Success Academy</p> <p>Devon Davis—Leonardo Da Vinci</p> <p>Paul Hoerl—Rosa Parks</p> <p>Stuart Bushnell—Woodbine</p>	<p><b>(Grades 6–12) Discipline/LRE/SpEd Identification—Principals or Assistant/Vice Principals who oversee special education and student discipline (2 Hours)</b></p> <p>Mitchell Jones—Rosemont</p> <p>LaNecia Kobelt—George Washington Carver School of Arts and Science</p> <p>Jim Peterson—Luther Burbank</p> <p>Garrett Kirkland—Hiram Johnson</p> <p>John McMeekin—West School</p> <p>Richard Baranowski—American Legion</p> <p>Reginald Brown—John F. Kennedy</p> <p>Jessica Martin—Sacramento New Technology</p>

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:
  - 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)

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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.

- 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](#) on attachment page), 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.*

**Table 3. Overrepresentation In School Discipline—Out-of-School Suspensions and Long-Term Suspensions of 10 or More Days**

Required Actions	Goal(s)	Timeframe	Frequency
<p>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:</p> <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 (see attachment page)</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 (see attachment page) 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
<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>	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Sep 1, 2024	One time
<p>3. SCUSD shall gather, organize and provide the IM an updated and comprehensive set</p>	Accurate and timely data is necessary to inform	Sep 1, 2024	One time

<sup>2</sup> These represent CALPADS codes and may differ from fields in the SIS.3

<p>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 <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> </li> </ul> </li> <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>accurate and realistic baselines and goals.</p>		
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<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>▪ 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>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>One time</p> <p>Annually through 2028-2029 school year</p> <p>Monthly through 2028-2029 school year</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.</p> <p>District and IM will collaborate to update sequencing, metrics or other improvements - if needed – for cohorts 2 and 3.</p>		<p>District and IM will collaborate on improvement annually before May 1</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 <a href="#">Sample Behavior Matrix from Alameda Unified 2023–2024 on attachment page</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 discipline policies are clearly delineated to assist school personnel in implementing the revised disciplinary approach.</p>	<p>Draft - Oct. 15, 2024</p> <p>Final - Jan 15, 2025</p> <p>PD for first Cohort completed by Mar 15, 2025</p>	<p>PD delivered Annually by Aug 31</p> <p>Monthly reporting through 2028-2029 school year</p>

<p>Revised procedural manual must be approved by IM prior to adoption by district.</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 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>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>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.  Monthly reports starting October 2024.</p>	<p>One time approved process, format and calendar.  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 how to report and review future data to the IM for approval.</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  Report out recommendations: March 15, 2024</p>	<p>At least monthly meetings</p>
<p>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 referrals.</p>	<p>SCUSD and the IM will have data to measure impact in creating more positive and well-informed experiences among parents/ families.</p>	<p>Survey approved by Dec 15, 2024  Data collected/ submitted annually by Apr 1</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>11. IM shall establish (policy and target) outcomes in one or more areas of in-school disciplinary removals based on onsite monitoring.</p>	<p>To establish outcomes for in-school disciplinary practices, the IM requires additional data that can be obtained only through onsite visits.</p>	<p>By Dec 1, 2024</p>	<p>One time</p>
<p>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.)</p>	<p>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.</p>	<p>Starting 2024–25 school year with reports submitted by 15th of following month</p>	<p>Monthly through 2028-2029 school year.</p>

<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.

<p>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).</p>	<p>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 of collaboration each month, for the IM team, not including preparation or planning.</p>	<p>Starting 2024-2025 school year; Reports submitted by 15th of following month</p>	<p>Monthly through 2028-2029 school year</p>
<p>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.</p>	<p>The IM is able to visit sites to verify disciplinary practices.</p>	<p>Benchmark setting by Nov 15, 2024 and then monthly submission of data reports</p>	<p>Monthly through 2028-2029 school year</p>
<p>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.</p>	<p>The IM is able to monitor success in the implementation of evidence-based systems of support and alternatives to exclusionary discipline.</p>	<p>By Nov 15, 2024</p>	<p>One time</p>
<p>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.</p>	<p>The IM is able to monitor the district's compliance in delivering this message to school administrators.</p>	<p>Annually by Sep 15</p>	<p>Annually through 2028-2029 school year</p>
<p>17. IM to approve family survey. IM will analyze the data with school and community partners.</p>	<p>The IM is able to monitor success in creating more positive and well-informed experiences among parents/ families.</p>	<p>Dec 15, 2024  Apr 30 annual</p>	<p>Annually through 2028-2029 school year</p>

## 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 2029–30 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 (see <a href="#">attachment page</a>) (please note there are five tabs). 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>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>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>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.</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>Revised policies and procedures must be approved by IM prior to adoption by district.<sup>4</sup></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 an outside agency who will collaborate with plaintiffs, etc.</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>
<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>All teachers are trained to understand the importance of and implement inclusive practices.</p>	<p>PD plan approved by October 1, 2024.  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>

<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>District must collect and report attendance and assessment/impact data for IM to monitor in accordance with the PD schedule. 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>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 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</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 Criteria and plan submitted by Nov 15, 2024 Rubric-related data due by Mar 1, 2025</p>	<p>One time</p>

<p>criteria and plan must be approved by IM prior to adoption by district. The criteria and plan must be approved by IM prior to adoption by district.</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 Independent Monitor prior to adoption by the District. The District must then implement the plan.</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 Reviewed annually by Apr 30 through 2028-2029 school year</p>
<p>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.</p>	<p>The district demonstrates commitment to increasing the proportion of inclusion specialists vis-a-vis the size of the student body.</p>	<p>Sep 15, 2024</p>	<p>One time Reviewed annually by Apr 30 through 2028-2029 school year</p>

<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
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).	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.	Starting Oct 1, 2024	One time per school site, one 25-site cohort per year through 2028-2029 school year
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.	The IM is able to ensure that educators and plaintiffs have input into the data-informed PD plan.	Sep 15, 2024	One time
16. IM will review records and post-training evaluations for PD for inclusive practices.	The IM is able to ensure that PD for inclusive practices is delivered to all teachers effectively.	Annually by Sep 15	Annually through 2028-2029 school year
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.	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.	Annually by Mar 1	Annually 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.

## 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](#) (on attachment page) 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 detriment of students with disabilities and Black students.  Any revised policies shall apply to bullying and harassment perpetrated by SCUSD staff and SCUSD students alike.	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 with disabilities and Black students with disabilities.	Draft by Nov 15, 2024  Final by Jan 9, 2025  Adoption by Mar 5, 2025	One time

<p>Revised policies must be approved by IM prior to adoption by district.</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 Bully Prevention Specialist (or their supervisor or whatever position is leading Bully 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>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			



<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
<p>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 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> </ul>	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 2028-2029 school year

<ul style="list-style-type: none"> <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>			
<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>	<p>One time</p>
<p>3. SCUSD shall develop a Comprehensive Evaluation Process checklist (to be approved by the IM). (See <a href="#">sample checklists</a> on attachment page.)</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> (on attachment page).</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. 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 and shall engage live interpreters for less common languages (see Tables 11 and 14 pertaining to Directives 15 and 18, respectively).</p>	<p>Students in SCUSD receive equitable evaluation services for special education, irrespective of their English language ability.</p>	<p>Annually by Sep 1</p>	<p>Annually through 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</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>identified and prioritized, Tiers 1, 2 and 3 strategies that are explicitly culturally proficient, anti-racist, and built from student asset mindset; and</p> <ul style="list-style-type: none"> <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 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.</li> </ul> <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>			
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
<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 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; IM approves plan by Sep 15, 2024; Training annually by Sep 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>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> </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 Oct 1; Jan 1; Apr 1; Jun 1</p>	<p>One time</p> <p>Quarterly 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.

<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](#) (on attachment page).

<ul style="list-style-type: none"> <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>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 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 Then annually by March 15 for years 2025-2029</p>	<p>Annually through 2028-2029 school year</p>

## 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.

Required Actions	Goal(s)	Timeframe	Frequency
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	SCUSD’s ERMHS teams provide effective and equitable support to students.	Formation of committee: Oct 15, 2024	One time formation, meeting as needed

<p>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>First draft by Jan 15, 2025</p> <p>Final draft by April 15, 2025</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). 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. 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 need to have any specific diagnosis or qualify for special education under any specific category to receive ERMHS. This process must be approved by the IM prior to adoption by district.</p>	<p>SCUSD’s ERMHS teams provide effective and equitable support to students.</p>	<p>May 15, 2025</p>	<p>One time</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>

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

## 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](#) on attachment page.)

### 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 <b>Appendix B</b>;</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 documentation related to the law enforcement referral and/or arrest for students listed on <b>Appendix C</b>;</li> <li>▪ Law enforcement data maintained on Google Sheets or other site-level lists for each site</li> </ul>	Accurate and timely data is necessary to inform accurate and realistic baselines and goals.	Aug 21, 2024	One time



<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 whom to report, who reports, who oversees, and who monitors the data.</p> <p>This professional development plan and its providers must include an assessment process to measure impact.</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 transfers, and law enforcement referrals.</p>	<p>Jan 15, 2025</p>	<p>Annual training refreshers through 2028-2029 school year</p>
<p>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.</p>	<p>SCUSD and the IM have the ability to analyze restraint and seclusion data in a streamlined manner that ensures better data quality.</p>	<p>Aug 30, 2024</p>	<p>One time</p>

<p>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 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.</p>	<p>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.</p>	<p>Monthly, starting 2024-2025</p>	<p>Monthly 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 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.</p>	<p>The IM is able to monitor the district’s success in implementing the restraints/seclusion procedural manual.</p>	<p>Annually by Jun 15 (for 2024-2025 year, by Jan 15, 2025)</p>	<p>Annually through 2028-2029 school year</p>
<p>9. Given multiple data sources, IM will conduct monthly data validation audits of restraint and seclusion data (including follow-up services).</p>	<p>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.</p>	<p>Starting 2024-2025</p>	<p>Monthly through 2028-2029 school year</p>
<p>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.</p>	<p>The IM is able to monitor success in the implementation of improved disciplinary practices and the reduction of disparity.</p>	<p>Monitor quarterly Oct 1, Jan 1, Apr 1, Jun 1</p>	<p>Quarterly through 2028-2029 school year</p>

## 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 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. Revisions must be approved by IM prior to adoption by district.	SCUSD procedures are consistent with current California Education Code and culturally proficient.	Sept 3, 2024	One time

<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. 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  Plaintiffs review: Sept 24, 2024  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. Surveys must be approved by IM prior to adoption by district.</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>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>7. IM will monitor the implementation of the revised SELPA Procedural Guide through interviews, focus groups, file reviews, and survey dissemination, as necessary.</p>	<p>The IM is able to monitor success in the implementation of the revised manual and improved accessibility of procedural guidance.</p>	<p>Annually by June, starting in 2025</p>	<p>Annually through 2028-2029 school year</p>
<p>8. IM will analyze annual parent/family and secondary student survey in all of the county's threshold languages to gauge</p>	<p>The IM is able to monitor success in advancing parent/family and staff access</p>	<p>Oct 15,</p>	<p>Annually through</p>

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.	to and understanding of special education processes.	2024, then Annually by May 30	2028-2029 school year
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## 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.*

Table 11: School Psychologist Ratio Improvement

Required Actions	Goal(s)	Timeframe	Frequency
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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](#) (on attachment sheet). 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.”

<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](#) (see attachment page): “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](#) (see attachment page) 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](#) - see attachment page).

### 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.

Table 12: Recruit and Retain Diverse Staff			
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
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.	The hiring process is streamlined and removes bottlenecks in the process. The district is competitive with neighboring districts in competing for staff.	Historical review by Sep 15, 2024; Modify process as needed by Feb 2025	Year 1 reviewed Oct 2024 and Mar 2025, then annually through 2028-2029 school year

<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.</p> <p>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> <ul style="list-style-type: none"> <li><input type="checkbox"/> calibrate understanding of the action plan,</li> <li><input type="checkbox"/> understand and analyze their own data and related root causes as it relates to the settlement and action plan,</li> <li><input type="checkbox"/> develop an annual problem of practice and equity/improvement (SMART-E) goals,</li> </ul>	The district has a comprehensive approach for equity-centered and data driven improvement, which is implemented across the district in three cohorts of 25 sites over three years, to address the settlement.	Oct 1, 2024 then Annually by August 31	Annually through 2028-2029 school year

<ul style="list-style-type: none"> <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>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.</p> <p>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.</p> <p>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 administered during the spring. See Appendix I for draft survey.</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 school level and districtwide.</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>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</p>	<p>See Tables 4, 6, 7, 9</p>	<p>See Tables 4, 6, 7, 9</p>

	disabilities and Black students with disabilities.		
<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 their data to their programs and address their Problem of Practice,</li> <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>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>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)</p> <p>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><input type="checkbox"/> Communication Planning</li> <li><input type="checkbox"/> Data Collection/ Review</li> <li><input type="checkbox"/> Equity Walks</li> <li><input type="checkbox"/> File Reviews</li> <li><input type="checkbox"/> Interviews, Focus Groups</li> <li><input type="checkbox"/> Observations</li> <li><input type="checkbox"/> Planning Meetings</li> <li><input type="checkbox"/> 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 annually by Apr 15</p>	<p>Every semester for current cohort (by Dec 15 and Apr 15) through 2028-2029 school year</p>
<p>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.</p>	<p>District leadership is prepared with information to make decisions, to provide accurate and timely communication and information, and to problem solve.</p>	<p>Starting 2024-2025 school year</p>	<p>Weekly through 2028-2029 school year</p>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>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.</p>	<p>The IM is able to monitor processes that are advancing the aims of the action plan.</p>	<p>Starting 2024-2025 school year</p>	<p>Monthly through 2028-2029 school year</p>
<p>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).</p>	<p>The IM is able to monitor how well implementation is going.</p>	<p>By Sep 15 2024, then Aug 14 annually</p>	<p>Annually through 2028-2029 school year</p>

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](#) (on attachment page) 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](#) (on attachment page) 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.*

Table 14: Diversify District Workforce

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 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>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>

<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.

<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>

## 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
<p>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>:</p> <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> <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>The IM gains access to data systems required for assessing a baseline and subsequent monitoring of district and student characteristics and outcomes.</p>	<p>Current System by Oct 1, 2024</p> <p>New system by Feb 1, 2025</p>	<p>One Time</p> <p>Annually</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</p>	<p>The district can engage continuous improvement with updated feedback and data.</p>	<p>Tools developed by Oct 1, 2024</p>	<p>Revise annually through 2028-2029 based on feedback</p>

<p>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>		Data collected and shared quarterly during the 2024-2025 school year, and at the semester for school years after until 2028-2029 school year	Data reported quarterly then at the semester until 2028-2029 school year
<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>	The district is equipped and prepared to regularly deliver all relevant data and updates to IM.	Draft Feb 1, 2025; Final by Apr 15, 2025	Revise annually through 2028-2029 school year
<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>	The district is sufficiently resourced to execute the terms of the settlement agreement.	Oct 1, 2024 then annually by April 15	Annually through 2028-2029 school year
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
<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>	IM regularly (at least four times a year) presents to the SCUSD Board of Education and community on district progress implementing the action plan and moving toward outcomes.	Sep 1, 2024 Then, annually by July 1	Quarterly through 2028-2029 school year
<p>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.</p>	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
<p>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.</p>	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 ((see attachment page for links) 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 teachers, and administrators regarding cultural proficiency and special education obligations (as detailed in Table 13 pertaining to Directive 17).</li> <li>❑ Identify Tier 1, 2, and 3 supports for the system and provide the necessary support teams/staffing needed to be successful.</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>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 sits 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>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>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.</p>	<p>The IM recognizes overlap of extant district efforts with the action plan and coordinates accordingly to avoid duplication of effort.</p>	<p>Oct.15, 2024</p>	<p>One time</p>
<p>6. IM will review district monthly data audits quarterly.</p>	<p>The IM's review will assess the degree to which data are consistently being reported.</p>	<p>Starting end of fall quarter, 2024</p>	<p>Quarterly 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.

## 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.

Table 17: Establish Reliable Data Systems			
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
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.),	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.	Data dashboard made public Jan 1, 2025	Updated monthly through 2028-2029 school year

<p>and SWD identification, that also can be disaggregated by student race/ethnicity, grade level, SWD status, primary SWD diagnosis, and EL status.</p> <p>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>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>
<p><b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b></p>			
<p>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.</p>	<p>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.</p>	<p>Starting Aug 2024</p>	<p>Quarterly through 2028-2029 school year</p>

## 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.

**VI.** *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.*

**Table 18: Stakeholder Input on Implementation of 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); Final plan by Oct 15, 2024, Committees launched by Nov 15, 2024</p>	<p>Committees meet monthly through 2028-2029 school year</p>
<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>

<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>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.</p> <p>Minimally, the district team will consist of,</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>• Bully Prevention Specialist (or their supervisor or whatever position is leading Bully 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>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 acceptable level of cultural proficiency</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>

<sup>14</sup> Given changes to SCUSD’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



<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>
<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="#">Flamboyan 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</p>	<p>Barriers to real-time information gathering will be reduced or removed.</p>	<p>Work to begin by Sept 1, 2024</p>	<p>Communicated by Sep 15 each year through</p>

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>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>Final Mechanism and communication plan to begin by Dec 15, 2024 – at the latest.</p>	<p>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> <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>At times, parties (and the action plan) are responsive to the data and to current realities to ensure improvement.</p>	<p>Starting 2024-2025</p>	<p>As needed through 2028-2029 school year</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.</p> <p>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.</p> <p>SCUSD shall secure sufficient time between the IM and Superintendent 1 week prior to</p>	<p>School Board is informed of progress of action plan.</p> <p>Superintendent is informed and is able to provide input in advance.</p>	<p>Nov, Jan, Apr, Jun dates secured</p> <p>Annually – by Sept 1 for</p>	<p>Quarterly through 2028-2029 school year</p>

each scheduled School Board meeting to review progress updates.		2024 then by Jul 1 Annually after that.	
<b>SCUSD shall enable the IM access required to conduct the following monitoring activities:</b>			
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.	The IM is able to monitor the district's successful implementation of the action plan.	Oct. 15, Jan 15, Apr 15, Jun 15	Quarterly through 2028-2029 school year
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.	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.	Annually by Jun 30 starting in 2025	Annually through 2028-2029 school year
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.	The IM is able to monitor success in advancing a climate that is supportive of community input and student advocacy.	Oct 15, 2024 Then, annually by June 15	Annually through 2028-2029 school year
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.)	Ongoing conflicts between parties are resolved effectively.	Reviewed annually by Sep 1	Facilitated as needed through 2028-2029 school year
16. IM will review and approve annual reports and monitor for their timeliness.	Data and impact transparency are necessary for systemic change and trust.	Ongoing	Annually through 2028-2029 school year

## 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 \(2:19-cv-01768\)](#) (see attachment page) 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 \(see attachment page\)](#) requiring that an independent monitor (IM) create an action 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

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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.

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 (see attachment page for links):

- 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
2017	Council of the Great City Schools audit, <a href="#">Improving Special Education Services in the Sacramento City Unified School District</a> (see attachment page), 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> (see attachment page), 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	<b>September</b> <a href="#">Black Parallel School Board v. Sacramento City Unified School District (2:19-cv-01768)</a> (see attachment page) 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><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	<p><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.</p>
	<p><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.</p>
	<p><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.</p>
	<p><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.</p>
2023	<p><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.</p>
	<p><b>July</b> San Francisco Coalition of Essential Small Schools (SF-CESS) notified of selection as IM.</p>
	<p><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.</p>
	<p><b>November 14</b> Project launch meeting intended to orient a large number of SCUSD school administrators to the settlement agreement and IM role.</p>

	<p><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 &amp; Continuous Improvement, Dr. Eldredge, indicates that communication <i>cannot</i> go through him.</p>
	<p><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.</p>
<b>2024</b>	<p><b>December 2023–February 2024</b> SF-CESS submits specific data requests to SCUSD.</p>
	<p><b>January–March</b> Data extracts and policies received and analyzed by IM team, some data requests never fulfilled; action planning conducted nevertheless.</p>

## 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

Systemic Commitments

- 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

Processes, Structures & Norms for Complex Problems

- Inquiry for Equity
- Leadership Development
- School System Re-Envisioning

Fundamental Shifts

- Portfolios
- Goals that are:
  - Specific,
  - Measurable,
  - Achievable,
  - Relevant
  - Time-bound and
  - Equity-Focused

Pre-Conditions

Schema & Stance Awareness

Interrupting Inequities

New Meaning Making

Bold Action for Radical Change

## 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%20brief/friday%20brief%20jan-Feb%2020/BUL-5655.3%20Guidelines%20for%20Student%20Suspensions.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) (see attachment page):
  - 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/11eotigtCi5hgR9gbivrTD-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 \(2021\)](#) (see attachment page)
  - [School Readiness Tool \(2021\)](#) (see attachment page)
- 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 \(2021\)](#) (see attachment page)
    - [Coaching for Ongoing Professional Learning Within Tiered Support Models \(2020\)](#) (see attachment page)
  - 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 \(2022\)](#) (see attachment page)
    - [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 \(2021\)](#) (see attachment page)
    - [California MTSS Framework \(2021\)](#) (see attachment page)
    - [Tips for Intensifying Instruction at Tier 1 \(2021\)](#) (see attachment page)

- 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 an SEL Curriculum \(2023\)](#)
- Tier 2
  - § [Building a Culture of Staff Wellness Through Multi-Tiered System of Supports \(2021\)](#) (see attachment page)
    - 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 \(2021\)](#) (see attachment page)
      - [Restorative Approaches to Addressing Student Behaviors \(2021\)](#) (see attachment page)
      - [Sample Behavior Response Flowchart \(2022\)](#) (see attachment page)
      - [10 Essential Features of Tier 2 \(2023\)](#) (see attachment page)
    - 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 \(2021\)](#) (see attachment page)
      - [Review of Social-emotional Screening Tools \(2023\)](#) (see attachment page)
      - [Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide \(nd\)](#) (see attachment page)
    - Establish a protocol for selecting evidence-based practices (EBPs) for installation across all schools, including annual review of existing interventions.
      - [Selecting High-Leverage Practices \(2021\)](#) (see attachment page)
- 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 \(2021\)](#) (see attachment page)
    - [How Can We Ensure IEP Teams Provide the Most Intensive Supports? \(2018\)](#) (see attachment page)
    - [Intensive Intervention Meeting Facilitator’s Guide \(2021\)](#) (see attachment page)

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

- Level-set knowledge and understanding of school-level MTSS routines and procedures.



- 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 \(2021\)](#) (see attachment page)
- 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 \(2018\)](#) (see attachment page)
  - 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 \(2022\)](#) (see attachment page)
    - [NIRN Hexagon Discussion & Analysis Tool \(2019\)](#) (see attachment page)
    - [Fidelity Integrity Assessment \(2020\)](#) (see attachment page)

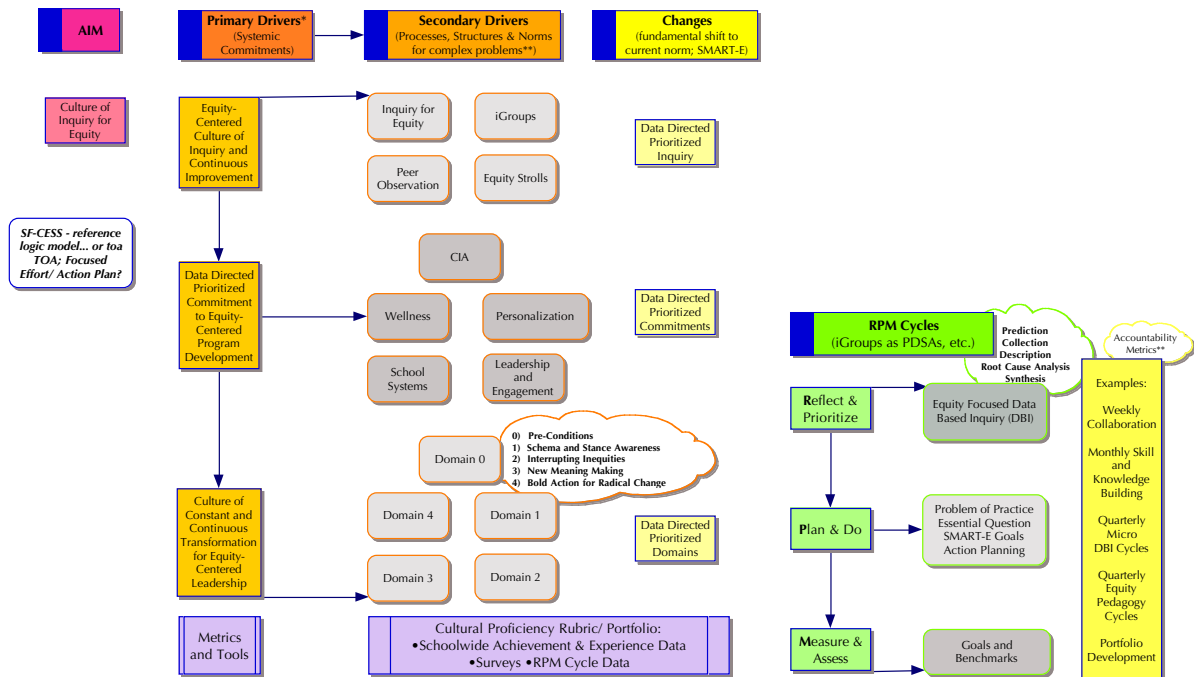
- [Self-Assessment of MTSS Implementation \(2022\)](#) (see attachment page)
- [MTSS Fidelity of Implementation Rubric \(2023\)](#) (see attachment page)
- [Effective Coaching of Teachers: Fidelity Tool Worksheet \(2018\)](#) (see attachment page)
- [Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools \(2023\)](#) (see attachment page)
- [MTSS Evaluation Tip Sheet \(2022\)](#) (see attachment page)

Amend MTSS procedures based on feedback and assessments.

# APPENDIX J. KEY DRIVER DIAGRAM

[https://drive.google.com/file/d/1eG0iD10\\_7nGhJj0QRheO9a17mVrJ5F76/view?usp=drive\\_link](https://drive.google.com/file/d/1eG0iD10_7nGhJj0QRheO9a17mVrJ5F76/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>







# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.5

**Meeting Date:** September 5, 2024

**Subject:** Approve Grand Jury Response

- 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:** Review and approve response to Grand Jury investigative report.

**Background/Rationale:** On June 17, 2024 the Grand Jury issued a report entitled, "*Sacramento City Unified School District Fails Its Most Vulnerable Students.*" The Board was asked to respond to the Grand Jury within 90 days of receiving the report.

**Financial Considerations:** N/A

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

**Documents Attached:**

Response to Grand Jury Investigative Report

<p><b>Estimated Time of Presentation:</b> 5 minutes <b>Submitted by:</b> Yvonne Wright, Chief Academic Officer <b>Approved by:</b> Lisa Allen, Superintendent</p>
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[TO BE PLACED ON DISTRICT LETTERHEAD]

September \_\_, 2024

The Honorable Presiding Judge Bunmi Awoniyi  
Sacramento County Superior Court  
720 9<sup>th</sup> Street  
Sacramento, CA 95814

Re: Response to Sacramento County Grand Jury 2023-2024 Investigative Report titled,  
“*Sacramento City Unified School District Fails Its Most Vulnerable Students*”

Dear Presiding Judge Awoniyi:

## **I. INTRODUCTION**

This response is being submitted on behalf of the Sacramento City Unified School District Board of Education (“Board”) pursuant to Penal Code sections 933 and 933.05 and in response to the Sacramento County Grand Jury 2023-2024 Investigative Report titled, “*Sacramento City Unified School District Fails Its Most Vulnerable Students*,” (“Report”) which the Sacramento City Unified School District (“District or “SCUSD”) received on June 17, 2024.

At the outset, the District respects the function of the Grand Jury to investigate and report on the operations of local government agencies, and the District has fully cooperated with the Grand Jury's requests, including production of documents and interviews with witnesses. The District recognizes that the Grand Jury plays an important role in ensuring that school districts provide the “appropriate education and support services required by law”<sup>1</sup> for students with special needs.

It is apparent that the Grand Jury spent an extensive amount of time and effort in preparing the Report. The District acknowledges the Grand Jury’s findings regarding the District’s shortcomings with regard to the District’s past practices in special education. After reviewing the Grand Jury’s Report, the District publicly acknowledged the valid concerns expressed in this Report about the District’s need to improve special education as an equal component of its District’s general education program.<sup>2</sup>

In actively addressing the Findings and Recommendations noted in the Report, the District has taken several steps to improve our special education services, including correcting systems that contribute to a disproportionately high number of students in general and Black and African American students, in particular, identified as having disabilities. As noted in the Report, a positive step in addressing this issue is the legal settlement reached in May 2023 with the Black

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<sup>1</sup> 2023-2024 Grand Jury Investigation Report, Summary, p. 1.

<sup>2</sup> SCUSD 6/17/2024 Press Release: <https://www.scusd.edu/press-release/scusd-response-sacramento-county-grand-jury-report>.

Parallel School Board (“BPSB”) and the use of an independent monitor to develop an action plan with specific goals and timetables. In accordance with the BPSB Action Plan, which was finalized on August 23, 2024, the District is updating its board policies, procedures, and manuals; creating a committee on the effectiveness of fully segregated schools; establishing a framework and plan for developing fully inclusive schools based on feeder patterns; developing an infrastructure for adopting evidence-based practices and programs; and demonstrating a commitment to developing a district-wide MTSS framework. (See Exhibit A.) In addition, SCUSD has been approved by the California Department of Education (“CDE”) to continue implementing its 2022 Comprehensive Coordinated Early Intervening Services (“CCEIS”) Plan, which is designed to improve disproportionate representation of students with disabilities by race or ethnicity within a specific disability category. (See Exhibit B.) The SCUSD SELPA and Special Education Department is implementing a program review and design for emotional disturbance (“ED”) continuum, conducting a curricular audit across all special education programs, and publication of a preschool recommendations report. The SCUSD Academic Office is supporting inclusive practices and integration, the multi-tiered system of support (“MTSS”) design team, and establishment of a clear continuum of educational supports. Further, the SCUSD Local Control and Accountability Plan (“LCAP”) is available on SCUSD website and includes goals that focus on improving academic outcomes for all students, including those students with disabilities, climate and culture, and graduation rates. (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>.)

Further, as noted herein, the District is committed to working with fidelity in collaboration with the California Department of Education (CDE), California Collaborative for Educational Excellence (CCEE), Sacramento County Office of Education (SCOE), Black Parallel School Board (BPSB), our labor partners, and the community to address and rectify the concerns outlined in the Report. The District is deeply committed to providing the leadership and oversight necessary to ensure that our SCUSD students can access the special education services they need and deserve.<sup>3</sup>

In the Report, the Grand Jury requests that the Board reply to its Findings and Recommendations.<sup>4</sup> This response is prepared and submitted on behalf of SCUSD pursuant to Penal Code section 933, subsection (c).

## **II. RESPONSES TO FINDINGS**

The District has reviewed the Grand Jury’s Findings and provides the following responses to each of the Findings pursuant to Penal Code section 933 and 933.05.

### Finding F1

*The misperception that special education is separate from general education denies the student a chance to participate in a general education classroom. (R1)*

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<sup>3</sup> SCUSD 6/17/2024 Press Release: <https://www.scusd.edu/press-release/scusd-response-sacramento-county-grand-jury-report>.

<sup>4</sup> 2023-2024 Grand Jury Investigation Report, p. 11.

### SCUSD's Response to Finding F1

The District agrees with the Grand Jury's Finding F1 to the extent that federal and state laws require special education students to participate in a general education classroom with nondisabled peers to the maximum extent appropriate based on the student's individualized needs. Students who are eligible for special education are entitled to the rights and protections afforded under federal and state laws. To ensure that a misperception does not exist that special education is separate from general education, the District has an ongoing initiative to develop and implement a MTSS that addresses the needs of all students, including students with disabilities, with one goal being to ensure that students with disabilities are educated in general education classes to the maximum extent possible. Further, the District is working collaboratively with its labor partners, CDE, and the BPSB Independent Monitor to implement, sustain, and hold accountable these systems of support with fidelity.

### Finding F2

*The District has ignored repeated warnings and failed to implement recommendations to address the deficiencies of its special education programs. (R2, R3)*

### SCUSD's Response to Finding F2

The District agrees with the Grand Jury's Finding F2 to the extent that the District needs to continue implementing recommendations to improve its special education programs. The District acknowledges the need for improvement in its special education programs and has implemented recommendations to advance its special education programs. The District has obtained and reviewed recommendations for improving its special education programs that are documented in numerous reports, including but not limited to the following:

- Council of the Great City Schools audit, Improving Special Education Services in the Sacramento City Unified School District (2017);
- The California Community College Equity Assessment Lab report, The Capitol of Suspensions (2018);
- 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) (2022); and
- The California Collaborative for Educational Excellence (CCEE) report, Systemic Instructional Review (2022).

After reviewing the above reports, the District has already implemented the following recommendations:

- Established a revised organizational structure for its Special Education Department;
- Begun the development of a broad system of MTSS framework;
- Establish a District MTSS leadership team;
- Developed a comprehensive professional learning plan;
- Implemented special ed data reviews;
- Developed a special ed procedure manual;

- Implemented consistent monitoring and accountability;
- Developed inclusive educational vision through MTSS;
- Established inter-departmental collaboration; and
- Developed an alternative dispute resolution process.

In addition, and in consideration of the recommendations from the above listed reports, the District is implementing the BPSB Action Plan (Exhibit A), CCEIS Action Plan (Exhibit B), and LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>).

### Finding F3

*The District administration and the SCUSD Board of Education have failed to adopt a working plan with specific steps and measurable outcomes to guide special education, resulting in a lack of focus and effectiveness in the Special Education Department. (R2, R3)*

### SCUSD's Response to Finding F3

The District agrees with the Grand Jury's Finding F3 to the extent that adopting a working plan with specific steps and measurable outcomes to guide special education will provide SCUSD's Special Education Department with better focus and effectiveness. The District has adopted multiple plans to guide special education. For example, SCUSD's Special Education Department and SELPA are umbrellaed within the Academic Office of the District. The Special Education Department has been implementing initiatives set forth in the Academic Office including MTSS, antibias/antiracism practices, trauma informed practices, and a focus on literacy. In addition, the Special Education Department is working on implementing a number of activities to improve special education services. They include but are not limited to:

- Policy, procedure, and manuals being updated;
- Professional learning for administrators, teachers, and related services providers;
- Direct supports to students (ratios);
- Conducting audits of curriculum;
- Committees to define continuum, review data, and address effectiveness; and
- Communication to staff, families, and the community.

The District's ongoing efforts have also included development of a working plan to guide special education and improve the focus and effectiveness of its Special Education Department. The BPSB Action Plan (Exhibit A) was finalized on August 23, 2024, and includes specific steps and measurable outcomes to guide special education and includes an Independent Monitor to oversee compliance with fidelity.

### Finding F4

*The District unnecessarily places a significant number of students of color in special education. (R4)*

### SCUSD's Response to Finding F4

The District agrees with the Grand Jury's Finding F4 to the extent that the District is identified by CDE as Significantly Disproportionate. The District has been engaging in a CCEIS Action Plan (Exhibit B) to address disproportionality through:

- Professional Learning
- Data Analysis
- Continuous Improvement

In addition, the District is implementing the BPSB Action Plan (Exhibit A) and LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>) to address disproportionality.

#### Finding F5

*SCUSD fails all its students and their parents and guardians by not consistently performing early assessment of students to determine their learning needs and appropriate support. (R5, R6, R7)*

#### SCUSD's Response to Finding F5

The District agrees with the Grand Jury's Finding F5 to the extent that despite the District's efforts, consistent completion of timely initial assessments is still an area that needs improvement. One of the efforts made by the District to improve completion of initial assessments of students was initiated on February 3, 2020, when the District issued a written directive for SCUSD site administrators and special education staff to grant all requests from parents or guardians for their child to be assessed for special education, regardless of whether the student is in the student study team ("SST") process. The District is continuing to work on implementing a consistent initial evaluation process, which will include a review of pre-referral intervention supports, as well as the development of a comprehensive evaluation process checklist to be used when students are referred for assessment. In addition, as part of its MTSS, the District is implementing an early intervention support system to provide supports before identifying a disability, and ensure that an assessment is provided when a disability is suspected. Further, the BPSB Action Plan (Exhibit A) has been finalized, which identifies specific actions the District is taking to improve its child find and initial assessment procedures in Directives 7, 8, and 9, and which actions are being monitored by the Independent Monitor.

#### Finding F6

*Students' achievements and goals are not measured consistently because the District does not hold individual school personnel accountable for updating IEPs as mandated by state and federal laws. (R5, R6, R7)*

#### SCUSD's Response to Finding F6

The District agrees with the Grand Jury's Finding F6 to the extent that the District needs to improve its consistent measurement of student progress on IEP goals. The District acknowledges that it is responsible to ensure that special education students have an IEP that is updated at least annually and includes information about the student's present levels of performance and measurable goals.

The District understands its responsibility to provide parents with progress reports on their student's IEP goals periodically as determined by the student's IEP. In order to ensure that its students have properly updated IEPs and progress reports on IEP goals, the District is actively providing opportunities for targeted professional learning to all of its staff focusing on IEP compliance and utilizes this foundational understanding to engage labor partners on evaluation processes.

#### Finding F7

*By not fully utilizing the district's tracking system (SEIS), services to special needs students are not accurately recorded and centrally documented. (R5, R6, R7)*

#### SCUSD's Response to Finding F7

The District agrees with the Grand Jury's Finding F7 that it is not utilizing SEIS to track service delivery to special education students. Since there is no legal requirement that the District use SEIS to track service delivery, District staff have been tracking delivery of services to special needs students utilizing other methods. The District is in the process of migrating to use of the SEIS service tracker feature for students with IEPs and training staff in its implementation.

#### Finding F8

*SCUSD fails to provide free and appropriate education due to its overreliance on placing special education students in 162 self-contained classrooms as opposed to placing them in the least restrictive environment. (R6, R7)*

#### SCUSD's Response to Finding F8

The District agrees with the Grand Jury Finding F8 to the extent that CDE has determined that the District is not meeting the State targets for ensuring special education students are placed in the least restrictive environment ("LRE"). The District is taking significant steps to ensure that students are appropriately placed in the LRE and recognizes that a self-contained classroom is on the continuum of placement options for students with special needs. As part of the BPSB Action Plan (Exhibit A) that is being implemented by the District and monitored by an Independent Monitor, following is a list of some of the actions the District is implementing to address LRE:

- Reviewing and revising policies, procedures, and practices pertaining to LREs for special education students;
- Developing and implementing an LRE checklist in order to ensure that IEP teams consider the LRE analysis at every IEP meeting;
- Reviewing, analyzing, revising, and improving the procedural manual on LRE;
- Developing and improving an interactive professional development plan for key personnel regarding the LRE analysis and for teachers on inclusive practices; and
- Establishing a framework and plan for developing fully inclusive schools.

#### Finding F9

*The District's failure to provide ongoing communication and outreach leaves parents/guardians uninformed and unengaged about the special education process and their student's progress. (R12, R13)*

#### SCUSD's Response to Finding F9

The District agrees with the Grand Jury's Finding F9 to the extent that the District is continuously working to improve its communication and outreach to parents/guardians to ensure that they are informed and engaged in the special education process and their student's progress. The District has several communication strategies in place. For example, the SCUSD SELPA actively collaborates with its Community Action Committee ("CAC") to build strong community engagement opportunities. Further, the SCUSD SELPA website provides comprehensive and valuable information for parents and the community about special education including but not limited to information regarding parent resources, a parent handbook, the CAC, child find, and alternative dispute resolution processes, Warmline Family Resource Center, Procedural Safeguards, and SCUSD Special Education Department. (<https://selpa.scusd.edu/>.) In addition, the District sends an annual notice to all families of enrolled students the provides detailed information about programs, protections, and special education.

### **III. RESPONSES TO RECOMMENDATIONS**

The District has reviewed the Grand Jury's recommendations and provides the following responses to each recommendation pursuant to Penal Code section 933 and 933.05.

#### Recommendation R1

*The SCUSD Board should direct administrators, teachers, and staff to formally collaborate to develop a plan to ensure special education is included as an equal component of the general education program rather than being treated as a segregated entity by January 3, 2025 and a formal adoption by February 3, 2025. (F1)*

#### SCUSD's Response to Recommendation R1

This recommendation is in the process of being implemented. On August 23, 2024, the District finalized development of the comprehensive BPSB Action Plan with an Independent Monitor and Plaintiffs in response to the settlement agreement reached in the *Black Parallel School Board v. SCUSD*. (Exhibit A.) In addition, the District has been approved by the California Department of Education to continue implementing its 2022 Comprehensive Coordinated Early Intervening Services (CCEIS) Plan as its CCEIS Action Plan. (Exhibit B.) The District is also actively implementing a multi-tiered system of support ("MTSS") to support all students and is implementing its LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>). The BPSB Action Plan along with the other plans listed demonstrate the District's ongoing work towards implementation of a comprehensive special education plan. Directives 3, 4, and 5 of the BPSB Action Plan identify the actions and targets that the District is committed to implement with the goal of ensuring that special education students are placed in the least restrictive environment ("LRE"), along with monitoring of the actions and targets by the



Independent Monitor. The District's actions include review and revision of policies, procedures, and practices pertaining to the LRE for students with disabilities, with special attention to Black students with disabilities, 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. In addition, the Independent Monitor will review perform monitoring activities to measure successful implementation of the District's actions. These strategies incorporate notice to administrators, teachers and staff that special education is included as an equal component of the general education program.

### Recommendation R2

*The SCUSD Board and the District Administration should independently review the numerous reports with recommendations to improve special education and implement a comprehensive special education plan by January 3, 2025. (F2, F3)*

### SCUSD's Response to Recommendation R2

This recommendation is in the process of being implemented. The District has reviewed numerous reports with recommendations to improve special education and implementation of a comprehensive special education plan. Significant reports reviewed by the District and the Independent Monitor in development of the BPSB Action Plan include but are not limited to:

- Council of the Great City Schools audit, Improving Special Education Services in the Sacramento City Unified School District (2017);
- The California Community College Equity Assessment Lab report, The Capitol of Suspensions (2018);
- 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) (2022); and
- The California Collaborative for Educational Excellence (CCEE) report, Systemic Instructional Review (2022).

The District has implemented many of the recommendations contained in these reports. The recommendations in these reports were considered in the development of the BPSB Action Plan, which the District is committed to implementing.

### Recommendation R3

*SCUSD administration should provide quarterly updates to the SCUSD Board on the comprehensive special education implementation plan's progress by January 3, 2025. (F2, F3)*

### SCUSD's Response to Recommendation R3

This recommendation will be implemented by January 3, 2025.

Recommendation R4

*SCUSD should take corrective action as recommended by CDE to reduce the number of students of color in special education by January 3, 2025. (F4)*

SCUSD's Response to Recommendation R4

This recommendation is being implemented. The District has developed plans to address disproportionality in special education. The BPSB Action Plan includes actions the District is committed to taking to reduce the number of students of color in special education. Directives 7, 8, and 9 of the BPSB Action Plan specifically target over and under-identification of Black students to special education and timely referrals for special education assessments. The actions include improving the District's systems for special education identification and IEP reviewing practices, including but not limited to enhanced translation and interpretation services. The District will revise policies and procedures, develop a procedural manual, institutionalize new practices within systems and through professional development, and build capacity for linguistic access in special education processes. In addition, the Independent Monitor will review performance monitoring activities to measure successful implementation of the District's actions. The District is also implementing a CCEIS Action Plan (Exhibit B) that was approved by CDE.

Recommendation R5

*SCUSD should create and implement district-wide policies that identify and assess the learning needs of all students for early intervention services by January 3, 2025. (F5)*

SCUSD's Response to Recommendation R5

This recommendation is being implemented. The District has developed plans to create and implement district-wide policies that identify and assess the learning of all students for early intervention services. Please refer to the BPSB Action Plan (Exhibit A), CCEIS Action Plan (Exhibit B), MTSS, and LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>).

Recommendation R6

*SCUSD should complete the implementation of MTSS at all elementary schools as the underlying structure for all work designed to improve student outcomes by August 1, 2025. (F5)*

SCUSD's Response to Recommendation R6

This recommendation is being implemented through the development and implementation of the BPSB Action Plan and MTSS frameworks. Professional learning will be introduced and measured for fidelity beginning during the 2024-2025 school year and continuing through the 2028-2029 academic year and includes school sites being in cohorts based on data analysis conducted by the

independent monitor. Please refer to the BPSB Action Plan (Exhibit A), CCEIS Action Plan (Exhibit B), MTSS, and LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>).

#### Recommendation R7

*SCUSD should mandate educators and administrators to attend professional development on early intervention models that will lead to evidence-based universal screening, benchmark assessments, and progress monitoring for all students by January 3, 2025. (F5)*

#### SCUSD's Response to Recommendation R7

This recommendation is being implemented. During the 2024-2025 school year, the District will provide training through asynchronous modules on early intervention models that will lead to evidence-based universal screening, benchmark assessments, and progress monitoring. Further, the District will work with its labor partners to mandate such training during the 2025-2026 school year. Please refer to the BPSB Action Plan (Exhibit A), CCEIS Action Plan (Exhibit B), MTSS, and LCAP (<https://www.scusd.edu/local-control-and-accountability-plan-lcap-resources>).

#### Recommendation R8

*SCUSD should improve accuracy of IEP data by providing professional training on SEIS to special education teachers and providers (e.g., speech therapist, Occupational Therapist, Behavior Therapist, etc.) by January 3, 2025. (F6, F7)*

#### SCUSD's Response to Recommendation R8

This recommendation is being implemented. During the 2024-2025 school year, the District will provide training through asynchronous modules on SEIS and will work with its labor partners to mandate such training during the 2025-2026 school year. Please refer to the BPSB Action Plan. (Exhibit A.) The District is engaging with its labor partners to collaboratively develop and implement a comprehensive professional learning plan to meet the needs of students and staff.

#### Recommendation R9

*SCUSD should conduct quarterly audits to ensure accountability for the input of SEIS data and the accuracy of information beginning January 3, 2025. (F6, F7)*

#### SCUSD's Response to Recommendation R9

The District is implementing this recommendation through the BPSB Action Plan. (Exhibit A.) School sites and departments will develop portfolios across multiple data points including special education. These data points will be reviewed through a continuous improvement lens on a monthly, quarterly, biannual, and annual schedule, and such review will involve the Independent Monitor and community members.

Recommendation R10

*SCUSD should hold principals, teachers, and support specialists accountable to ensure IEPs are updated annually beginning January 3, 2025. (F6, F7)*

SCUSD's Response to Recommendation R10

The District understands its obligation to ensure that IEPs are updated annually. In order to build accountability at each school site, the District will implement this recommendation by January 3, 2025, by requiring SCUSD principals to sign off on overdue and on-time IEPs on a monthly basis. In addition and in order to build accountability with teachers and related services providers, the District will implement this recommendation by requiring its Administrators of Teaching and Learning (“ATLs”) to sign off on overdue and on-time IEPs on a monthly basis. The District is engaging with its labor partners to collaboratively develop and implement a comprehensive professional learning plan to meet the needs of students and staff.

Recommendation R11

*SCUSD should provide necessary support and resource services to keep students in general education classrooms, when possible, rather than placed in self-contained special education classrooms to ensure all students are placed in the least restrictive environment by January 3, 2025. (F8)*

SCUSD's Response to Recommendation R11

This recommendation is being implemented and monitored by the Independent Monitor through the BPSB Action Plan. Please refer specifically to Directives 3, 4, and 5 in the BPSB Action Plan. (Exhibit A.)

Recommendation R12

*SCUSD should bolster its communications plan and outreach efforts to parents/guardians of special education students to recognize differences in culture, language, and internet access by January 3, 2025. (F9)*

SCUSD's Response to Recommendation R12

This recommendation is being implemented. For example, the SCUSD SELPA actively collaborates with its Community Action Committee (“CAC”) to build strong community engagement opportunities. Further, the SCUSD SELPA website provides comprehensive and valuable information for parents and the community about special education including but not limited to information regarding parent resources, a parent handbook, the CAC, child find, and alternative dispute resolution processes, Warmline Family Resource Center, Procedural Safeguards, and SCUSD Special Education Department. (<https://selpa.scusd.edu/>.) Also, the District sends an annual notice to all families of enrolled students the provides detailed information about programs, protections, and special education.

Recently, the District revised its letters and brochures regarding child find designed to inform parents and the community about the special education referral and assessment process. The BPSB Action Plan includes Directive 14, which addresses ensuring that SCUSD SELPA has a procedural guide that is usable for parents, guardians, and staff, which is being developed in partnership with review by SCUSD staff and CAC and with approval by the independent monitor. The BPSB Action Plan includes semi-annual parent/family and student surveys to gauge student and parent experiences with data to measure the impact in creating more positive and well-informed experiences among parents/families, the hiring of parent liaisons, a BPSB Action Plan “hotline,” and community involvement in committee work. The SCUSD SELPA and Special Education Department issue CAC newsletters, have an equity community of practice, conduct home visits, offer Koffee with Krystal, and are introducing a communication plan with a focus on increasing response rates. Please refer to the BPSB Action Plan. (Exhibit A.)

### Recommendation R13

*SCUSD should identify a point of contact at each school for parents/guardians of special education students by January 3, 2025. (F9)*

### SCUSD’s Response to Recommendation R13

The recommendation will be implemented. The District will develop a list of the point of contact at each school for parents/guardians of special education students and post it on the SCUSD Special Education Department and SELPA websites by January 3, 2025.

## **IV. CONCLUSION**

The District appreciates the time and effort spent by the Grand Jury in its investigation and preparing the Report and takes the Grand Jury’s findings and recommendations seriously. As discussed in this response, the District is actively engaged in the process of improving its special education services as an equal component of its District’s general education program. The District appreciates the opportunity to provide this response and sharing the actions it is taking to improve its special education program.

Sincerely,

[Name]

[Title]

cc: Ms. Erendira Tapia-Bouthillier, Grand Jury Coordinator, [TapiaE@saccourt.ca.gov](mailto:TapiaE@saccourt.ca.gov)

Enclosures: Exhibit A – BPSB Action Plan  
Exhibit B – CCEIS Plan

435-174/7032468.4



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** September 5, 2024

**Subject:** Determination Hearing for Charter Renewal for Growth Public Schools

- 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 Growth Public Schools' status in the California Department of Education's middle-performing renewal level, a comprehensive review of the charter renewal petition, and an evaluation of its program over the most recent charter term, the district review team has determined that Growth Public Schools satisfied all required criteria. Growth Public Schools is eligible for a five-year renewal of its charter beginning on July 1, 2025, and ending on June 30, 2030.

**Background/Rationale:** On June 27, 2024, Growth Public Schools submitted a petition to renew its charter. It is requesting to renew the term of its charter, which expires on June 30, 2025. On August 8, 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. 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 Growth Public Schools' most recent charter term, and publicly-available student outcome data. Findings from that process were compiled into the Staff Renewal Report, which was posted on the district's website on August 21, 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. This were done in the form of the Staff Renewal Report. They are based on staff's evaluation, and the Board is not required to adopt the findings in that report in whole or in part. If there are specific findings of fact that the Board desires to make concerning the petition, which may include findings supporting a denial, that is its prerogative and such action is consistent with the statutory language of The Charter Schools Act.

Ultimately, the Board is the decisionmaker on whether to approve, conditionally approve, or deny the charter. 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 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 for Growth Public Schools

**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**

Growth Public Schools

September 5, 2024

The following are sample resolutions that the board may use in their decision on the renewal of the charter. Where sections have been left blank, the board should include additional findings from the *Staff Renewal Report* to support the resolution.

They include:

1. An approval resolution, which references the charter school's agreement/affirmation to negotiate and enter into an MOU;
2. A conditional approval resolution, which requires the Board to articulate 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.



**RESOLUTION OF THE BOARD OF EDUCATION  
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Resolution No. 3436**

**Resolution to Approve the Renewal Petition for  
Growth Public Schools**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code section 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 June 27, 2024, the Sacramento City Unified School District (“District”) received the petition (“Renewal Petition”) for Growth Public Schools (“Charter School”).

**WHEREAS**, a public hearing on the Renewal Petition was held on August 8, 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**, the Board published District’s *Staff Renewal Report* on August 21, 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;

**WHEREAS**, the Board has convened on September 5, 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**, for charter schools designated as middle-performing, the District must evaluate the following: (1) the charter school’s performance on the state and local indicators on the California School Dashboard, both on a schoolwide basis and for all student subgroups served by the charter school, giving greater weight to the charter school’s performance on

measurements of academic performance, and (2) clear and convincing evidence, as demonstrated by verified data, which shows that the charter school has either (a) achieved measurable increases in student academic achievement, as defined by at least one year's progress for each year in school, or (b) strong post-secondary outcomes (e.g., college enrollment, persistence, and completion rates equal to similar peers). If a charter school satisfies such criteria, the Board may grant a renewal term of five 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**, the governing board of a school district may deny renewal of a charter school in the middle-performing tier only upon making the following specific written findings:

1. The school has failed to make sufficient progress toward meeting standards that provide a benefit to the school's students; and
2. Closure of the school is in the students' best interests; and

3. The decision provided greater weight to performance on “measurements of academic performance”—the test-based indicators in English-Language Arts and mathematics, the English Learner Progress Indicator, and the Career and College Indicator.

**WHEREAS**, the Charter School is designated as a “middle-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 August 21, 2024, which is attached hereto as Exhibit A 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 five-year term, beginning on July 1, 2025 and ending on June 30, 2030, subject to the findings of fact set forth in the *Staff Renewal Report* published on August 21, 2024, and included in Exhibit A to this Resolution.
5. Consistent with the affirmation contained in the Charter School’s Renewal Petition on page 111, 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 September 5, 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. 3436**

**Resolution to Conditionally Approve the Renewal Petition for  
Growth Public Schools**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code section 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 June 27, 2024, the Sacramento City Unified School District (“District”) received the petition (“Renewal Petition”) for Growth Public Schools (“Charter School”).

**WHEREAS**, a public hearing on the Renewal Petition was held on August 8, 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**, the Board published District’s *Staff Renewal Report* on August 21, 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;

**WHEREAS**, the Board has convened on September 5, 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**, for charter schools designated as middle-performing, the District must evaluate the following: (1) the charter school’s performance on the state and local indicators on the California School Dashboard, both on a schoolwide basis and for all student subgroups served by the charter school, giving greater weight to the charter school’s performance on

measurements of academic performance, and (2) clear and convincing evidence, as demonstrated by verified data, which shows that the charter school has either (a) achieved measurable increases in student academic achievement, as defined by at least one year's progress for each year in school, or (b) strong post-secondary outcomes (e.g., college enrollment, persistence, and completion rates equal to similar peers). If a charter school satisfies such criteria, the Board may grant a renewal term of five 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**, the governing board of a school district may deny renewal of a charter school in the middle-performing tier only upon making the following specific written findings:

1. The school has failed to make sufficient progress toward meeting standards that provide a benefit to the school's students; and
2. Closure of the school is in the students' best interests; and

3. The decision provided greater weight to performance on “measurements of academic performance”—the test-based indicators in English-Language Arts and mathematics, the English Learner Progress Indicator, and the Career and College Indicator.

**WHEREAS**, the Charter School is designated as a “middle-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 August 21, 2024, which is 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 recommendation and findings of fact, as well as in Exhibit A to this Resolution, the District believes that such matters can be effectively addressed as part of the charter oversight and monitoring process.

**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 five-year term, beginning on July 1, 2025, and ending on June 30, 2030, subject to the findings of fact set forth in the *Staff Renewal Report* published on August 21, 2024, and included in Exhibit A to this Resolution, subject to full satisfaction of the following conditions which must be met by the Charter School no later than May 1, 2024.
  - a. Consistent with the affirmation contained in the Charter School’s Renewal Petition on page 111, 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. [insert additional condition]

- c. [insert additional condition, if applicable]
  - d. [insert additional condition, if applicable]
5. The Superintendent or her designee shall have authority to determine whether the conditions specified above have been effectively met by the Charter School.
6. 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 September 5, 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. 3436**

**Resolution to Deny the Renewal Petition for  
Growth Public Schools**

**WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, codified in Education Code section 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 June 27, 2024, the Sacramento City Unified School District (“District”) received the petition (“Renewal Petition”) for Growth Public Schools (“Charter School”).

**WHEREAS**, a public hearing on the Renewal Petition was held on August 8, 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**, the Board published District’s *Staff Renewal Report* on August 21, 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;

**WHEREAS**, the Board has convened on September 5, 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**, for charter schools designated as middle-performing, the District must evaluate the following: (1) the charter school’s performance on the state and local indicators on the California School Dashboard, both on a schoolwide basis and for all student subgroups served by the charter school, giving greater weight to the charter school’s performance on

measurements of academic performance, and (2) clear and convincing evidence, as demonstrated by verified data, which shows that the charter school has either (a) achieved measurable increases in student academic achievement, as defined by at least one year's progress for each year in school, or (b) strong post-secondary outcomes (e.g., college enrollment, persistence, and completion rates equal to similar peers). If a charter school satisfies such criteria, the Board may grant a renewal term of five 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**, the governing board of a school district may deny renewal of a charter school in the middle-performing tier only upon making the following specific written findings:

1. The school has failed to make sufficient progress toward meeting standards that provide a benefit to the school's students; and
2. Closure of the school is in the students' best interests; and

3. The decision provided greater weight to performance on “measurements of academic performance”—the test-based indicators in English-Language Arts and mathematics, the English Learner Progress Indicator, and the Career and College Indicator.

**WHEREAS**, the Charter School is designated as a “middle-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 August 21, 2024, which is attached hereto as Exhibit A and incorporated herein by reference, 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 determined that specific findings of fact support one or more legal grounds to deny the Renewal Petition. These findings include the following:
  - a. [Describe finding of fact and corresponding legal ground for denial.]
  - b. [Describe finding of fact and corresponding legal ground for denial.]
  - c. [Describe finding of fact and corresponding legal ground for denial.]
5. Based on the findings of fact articulated above, the Board hereby denies the Renewal Petition for the Charter School.
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 September 5, 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



## Staff Renewal Report

Published August 21, 2024



**Growth Public Schools**

**Requested Term: July 1, 2025 - June 30, 2030**

On June 27, 2024, Growth Public Schools submitted a request for renewal to the Sacramento City Unified School District. If approved, the request would renew the charter term for the period from July 1, 2025 through June 30, 2030.

In compliance with Education Code 47605(b), the Sacramento City Unified School District held a Public Hearing on August 8, 2024 to consider the petition's support level. The Sacramento City Unified School District will conduct a second public hearing and render its decision on the request for renewal on September 5, 2024. This *Staff Report*, including findings of fact, was shared with Growth Public Schools on August 21, 2024, which is at least fifteen (15) days prior to the determination.

Color coding has been used to direct the reader's attention to the most salient elements of the report.		
Meets all expectations and/or standards; supports the case for renewal	Substantially meets expectations and/or standards; worthy of note but <u>does not indicate</u> a serious issue that would likely inhibit renewal	Does not meet expectations and/or standards; should be considered carefully as a potential non-renewal issue

### Criteria For Renewal

Education Codes 47605 and 47607 guide the authorizer in reviewing petitions for the renewal of charter schools. The authorizer is also required to consider the schoolwide performance and performance of all student groups on state and local indicators with a greater weight on measurements of academic performance (EC 47607(b)(1)).

### Petition Elements

Charter renewals are governed by the standards and criteria described in EC Section 47607(b) and 47605. These shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

## **Performance Levels**

Based on the charter school's performance on the CA Dashboard, academic achievement indicators: CAASPP ELA and math; English Language Proficiency (ELPI) and the College Career Indicator (CCI) in the two consecutive years immediately preceding the renewal decision, the CA Department of Education places a charter school into one of the three performance level categories: 'high,' 'medium,' or 'low.' High level schools may be renewed for 5-7 years; medium level schools for five years, and low level schools are denied renewal or may receive a two-year conditional renewal.

In the 'high' and 'middle' levels, the charter is presumed to be renewed unless one or more denial criteria are met.

In the 'low' level, there is a presumption of denial unless there is sufficient evidence the school is making progress toward renewal. The authorizer may renew a charter that meets the following criteria:

1. The charter school is taking meaningful steps to address the underlying cause or causes of low level, and those steps are reflected, or will be reflected, in a written plan adopted by the charter school's governing body.
2. There is clear and convincing evidence showing either of the following:
  - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
  - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
  - c. Growth shall be demonstrated by verified data.

## **Reasons for Denial**

The authorizer may deny the renewal of a petition if it makes written factual findings that the charter school failed to meet the standard for renewal outlined in E.C. §47607:

1. The charter school will provide an unsound educational program for students during the term of its charter;
2. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the necessary affirmations set forth in the Charter Schools Act (new petitions only);
4. The petition does not contain reasonably comprehensive descriptions of the fifteen required elements set forth in the Charter Schools Act.
5. The petition does not declare whether the charter school shall be deemed the exclusive public employer of the charter school employees for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding E.C. §47607(c), 47607.2(a), and 47607.2(b), pursuant to 47607(e), the board may also deny renewal of any charter school upon a finding that:

- 6. The charter school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors; or
- 7. The charter school is not serving the pupils who wish to attend, as documented by E.C. 47607(d).

The authorizer must provide 30 days’ notice with a reasonable opportunity to cure the violation and make a finding that either:

- The corrective action proposed by the charter school has been unsuccessful; or
- The violations are sufficiently severe and pervasive as to render a corrective action unviable

### **Consideration of Material Revisions**

Sacramento City Unified Board Policy 0420.41 on Charter Oversight defines material revisions as proposed changes in charter operations that represent a substantial difference to the charter including:

- Expansion of education services to include service of additional grade levels
- Expansion of facilities to additional sites
- Fundamental changes to instructional or pedagogical model

In review of the submitted petition, staff found several substantive changes. However, based on evaluation, those do not require a material revision to the charter requiring separate board approval.

Description of Change	Page #	Material Revision?
Revisions to Mission and Vision Statements	8	<b>No.</b> While the mission and vision statements have been reworded, the intention remains consistent.
Addition of Executive Director and subsequent reorganization of administrative roles.	60	<b>No.</b> This does not substantively impact the program or instructional model.
Reduction in total number of students to be served from 600 to 350.	75	<b>No.</b> The school made the related adjustments to fiscal outlook.

## Executive Summary

<b>Performance Level assigned by CDE (High, Middle, Low)</b>	<b>MIDDLE</b>
<b>Has a notice to cure an alleged violation been issued?</b>	<b>NO</b>
<b>→ If notice was issued, has a response been submitted?</b>	<b>NA</b>

<b>Did the charter petition meet all primary requirements for renewal?</b>		<b>YES</b>
1	Does this charter present an <u>unsound</u> educational program?*	NO
2	Are the petitioners demonstrably likely to successfully implement the program set forth in the petition?	YES
3	Does the petition contain the necessary affirmations of the Charter Schools Act?	YES
4	Does the petition contain reasonably comprehensive descriptions of all of the 15 elements described below?	YES
5	Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school employees?	YES
<b>Were there any findings that would potentially trigger a notice to cure an alleged violation under either of the following?</b>		<b>NO</b>
6	Is the charter school demonstrably <u>unlikely</u> to successfully implement the program set forth in the petition due to substantial fiscal or governance factors?	NO
7	Does the charter school serve the pupils who wish to attend, as documented by E.C. 47607(d)?*	YES

\*Note: Some questions are worded in the affirmative and some are not. Please review the wording carefully.



## Review of Elements

<b>REQUIRED ELEMENTS OF THE PETITION</b>			
<b>ELEMENTS</b>	<b>TOPIC</b>	<b>MEETS STANDARDS</b>	<b>KEY FINDING(S)</b>
Element 1/A	Educational Program	YES	
Element 2/B	Measurable Student Outcomes	YES	
Element 3/C	Student Progress Measurement	YES	
Element 4/D	Governance	YES	
Element 5/E	Employee Qualifications	YES	
Element 6/F	Health and Safety	MOSTLY	Safety Plan / Handbook
Element 7/G	Racial/ Ethnic Balance	YES	
Element 8/H	Admissions	YES	See note in following section
Element 9/I	Independent Audits	YES	See note in following section
Element 10/J	Suspension/Expulsion	YES	
Element 11/K	STRS	YES	
Element 12/L	Attendance Alternatives	YES	
Element 13/M	Post-Employment Rights	YES	
Element 14/N	Dispute Resolution	YES	
Element 15/O	Closure Procedures	YES	
<b>REQUIRED SUPPLEMENTAL INFORMATION</b>		<b>MEETS STANDARDS</b>	<b>KEY FINDING(S)</b>
Financial/ Administrative Plan		YES	
Facilities		YES	
Impact Statement		YES	
Special Education		YES	

*\*Completed Review Matrix Attached*

## Detailed Findings of Fact

This section contains greater detail of any abovementioned area that did not meet requirements. **Items not described met requirements.**

**1. Does this charter present an unsound educational program? **NO****

Growth Public Schools (GPS) open its doors in the 2017-18 school year to Kindergarten and 1st grade students in the Rosemont community. In the 2024-25 school year their site is fully grown out to serve students TK through 8th grade. Their program starts with a strong foundation of social and emotional learning using the Powered by Compass model for school culture. Academic foundations are built on top of that strong school culture through a focus on foundational literacy and mathematics skills. GPS partners with Instruction Partners to ensure a sustainable professional growth and coaching model for their staff.

Through site visits and desk review of requested materials, District staff have been able to observe these key programmatic elements. Students were observed leading community/restorative circles and modeling supportive peer interactions. Staff were observed implementing their adopted curriculum. Staff reviewed GPS's coaching and professional learning plan as well as supporting implementation data.

Due to the COVID-19 pandemic, the first year that GPS students participated in state testing was 2021-22, the school's 5th year of operation.

**2. Are the petitioners demonstrably unlikely to successfully implement the program set forth in the petition? **NO****

Based on the review for the MultiYear Projection, Cash Flow and Audit Report review, GPS is likely to succeed. This is based on the following observations:

1. **Assumptions:** The MYFP shows assumptions for enrollment, ADA, FTE, etc. However, GPS should have an assumptions list that also includes assumptions for COLA, grants, one-time grants, health and welfare and any other major factors that would impact the MYFP.
2. **Enrollment:** Enrollment shows modest growth over the projection period.
3. **ADA:** ADA falls within the normal range of 94% over the projection period.
4. **Cash:** The Cash Flow projections show sufficient cash availability.
5. **Interim Review:** The financial analysis template demonstrates that GPS is making period adjustments as necessary at the 1st and 2nd Interim review periods.
6. **Deficit Spending:** The financial analysis template showed slight deficit spending. However, this did not represent a structural deficit.
7. **MYFP:** The MYFP agrees with the cash flow documentation.
8. **Ending Fund Balance:** The ending fund balance shows healthy growth averaging between 21%-25% over the projection period.

In addition, based on review of Board member qualifications, board meetings, agendas, minutes, and policies, as well as the related elements of the petition, GPS seems likely to succeed with effective and legal school governance.

3. **Does the petition contain the necessary affirmations of the Charter Schools Act? YES**
4. **Does the petition contain reasonably comprehensive descriptions of all the 15 elements? YES, with exception of 6F below. While not considered findings for the purpose of this renewal, Elements 8 and 9 provide information that may impact the charter in future years.**

Element 6/F: **MOSTLY**

Safety plan (Appendix 6) needs to be updated omitting the emergency procedures so that those are not available in a public document. Staff handbook should be made available. These items can be addressed through the annual oversight process.

Element 8/H: **YES**

While the description is comprehensive, admissions preferences may need to be monitored or addressed at a later time. Page 76 of the petition indicates GPS is targeting areas within the Folsom-Cordova school district, including Mather preschools, and Rancho Cordova recreation district, along with Hagen Park, which are not in their proposed Rosemont areas. This could impact long-term enrollment trends and may have implications for demographic balance. GPS should monitor how petition preferences for siblings residing outside the boundaries of the District are impact demographic trends to ensure alignment with E.C. 47605(c)(5)(G) regarding territorial jurisdiction.

Element 9/I: **YES**

The audit report shows no findings or recommendations, no related parties. The final audit report was provided available for review. The audit report found online was marked “DRAFT: for review purposes subject to change.”

5. **Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school employees? YES**

*Special Note: While the petition does appear to reflect new laws adopted since the original charter was approved, the petition does not call out or identify those areas. The District recommends that these be noted in an executive summary.*

## Summary of Available Data

The data below come from California State Dashboard for years 2017-2023. Data from 2024, the final year of the charter term, was not publicly available at the time of this report. The charter school is not required to share local data from 2024 but may choose to do so to present a more complete picture of student progress in the final year of the charter term.

### *Performance Level Determination*

To determine renewal level, California Department of Education (CDE) reviews the status and color of key academic Dashboard indicators. The charter school is compared to the State for the 2 years prior to renewal (2022, 2023). The State does not consider student groups that outperform the State when determining renewal levels, which in these years included the following: White, Two or More Races, Asian and Filipino.

CDE uses two criterion for renewal level placement. Criterion 1 reviews the color of all school wide academic indicators on the Dashboard for the two years preceding renewal. Charter schools with blue or green for all indicators are placed in the high level. Charter schools with red or orange for all indicators are placed in the low level. Neither category applied to Growth Public Schools, placing them on track for Middle Level.

Using Criterion 2, CDE reviews the School’s Dashboard status for the three academic indicators for all students and eligible student groups. In 2022 and 2023, Growth Public Schools had two eligible student groups. Growth Public Schools is placed in the Middle Level under this criterion, as students identifying as Hispanic outperformed the State in Mathematics in 2022 and 2023 and students identified as Socio-economically disadvantaged outperformed the State in Mathematics in 2022. Based on this inclusion in the middle level, SCUSD staff also reviewed local data (below) to form a more complete and current understanding of the charter school’s academic progress.

### *English Language Arts, Distance from Standard (\*outperforms state)*

<b>Groups</b>	<b>Charter 2022</b>	<b>State 2022</b>	<b>Charter 2023</b>	<b>State 2023</b>
All Students	-48.3 points	-12.2 points	-44.8 points	-13.6 points
SED	-58.8 points	-41.4 points	-61 points	-42.6 points
Hispanic	-67.3 points	-38.6 points	-69.2 points	-40.2 points

### *Mathematics, Distance from Standard (\*outperforms state)*

	<b>Charter 2022</b>	<b>State 2022</b>	<b>Charter 2023</b>	<b>State 2023</b>
All Students	-64.2 points	-51.7 points	-64.7 points	-49.1 points
SED	-77.6 points*	-84 points	-81.1 points	-80.8 points
Hispanic	-75.5 points*	-83.4 points	-76.5 points*	-80.8 points

*English Learner Performance Progress Indicator (\*outperforms state)*

	<b>Charter 2022</b>	<b>State 2022</b>	<b>Charter 2023</b>	<b>State 2023</b>
All Students	50.0%	50.3%	42.4%	48.7%

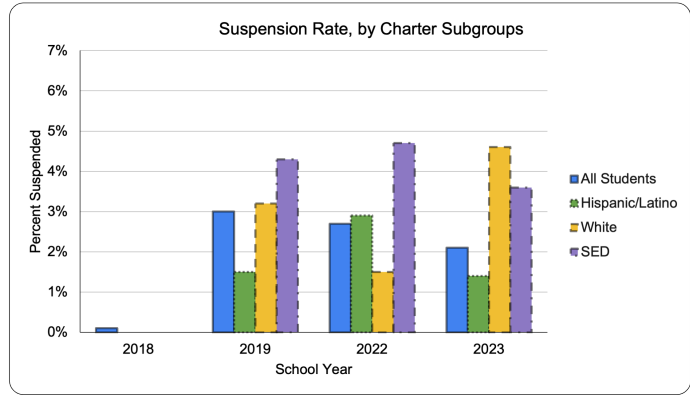
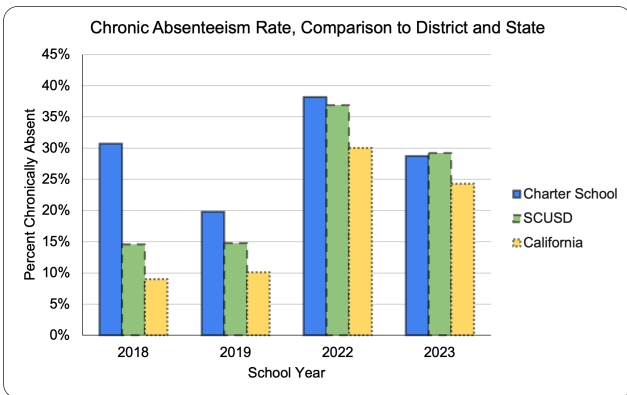
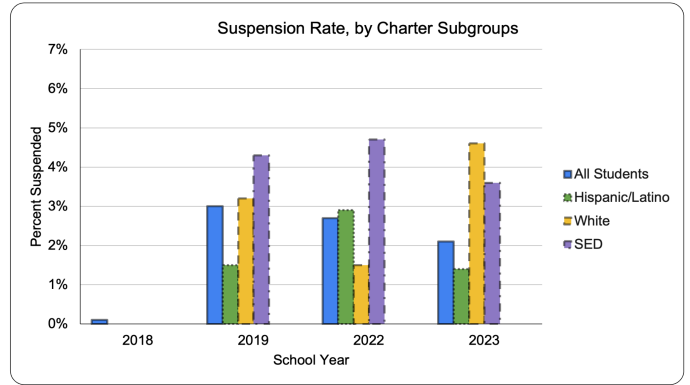
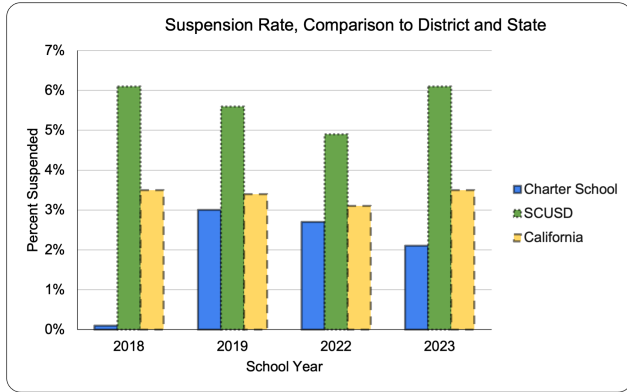
**Local Data**

A charter school in the middle level may choose (but is not required) to provide verified data aligned to the May 2023 State Board of Education Guidance to further support their case for renewal. In their petition, Growth Public Schools included school wide NWEA MAP data for the period from Spring 2023 through Spring 2024 (Petition page 25), with backup documentation from the publisher (Appendix B). MAP measures a year of academic progress with a Conditional Growth Index (CGI) score between -0.2 and 0.2. CGI above that threshold indicates more than a year of academic growth.

The data provided by Growth Public Schools is presented below, although it does not include disaggregated student groups or participation data, as outlined by the State Board of Education. While the overall data suggests improvements in academic outcomes, disaggregated outcomes, participation rates in supporting reports from the NWEA MAP platform are needed to fully validate the school’s claims.

Spring 2023- Spring 2024	Reading			Mathematics		
	Conditional Growth Index (CGI)	Meets 1 year progress? (-0.2 CGI or above)	% Students who Met Growth Projections	Conditional Growth Index (CGI)	Meets 1 year progress? (-0.2 CGI or above)	% Students who Met Growth Projections
All Students	0.2	Yes	53%	1.0	Yes	61%
Grade 1	-0.93	No	37%	-0.39	No	55%
Grade 2	0.16	Yes	54%	0.15	Yes	54%
Grade 3	-0.15	Yes	51%	2.13	Yes	77%
Grade 4	-0.92	No	42%	-1.00	No	38%
Grade 5	0.22	Yes	61%	-0.11	Yes	45%
Grade 6	2.78	Yes	72%	3.79	Yes	84%
Grade 7	2.04	Yes	64%	4.62	Yes	86%

*Other Dashboard Data*



**CONCLUSION**

Based on **Growth Public Schools'** status in the **MIDDLE** renewal level, a comprehensive review of the charter petition, and a review of their most recent charter term, the review team has determined that **Growth Public Schools met requirements** on all required criteria. **Growth Public Schools is eligible for 5-year renewal.**

*The Board will be provided with sample resolution language for all decision options.*



# **CHARTER SCHOOL PETITION EVALUATION**

This document was created in partnership and support of the Charter Accountability and Resource Support Network (CARNet) Advisory Board: L. Karen Monroe, Alameda County Superintendent of Schools, CARNet; Wes Stewart, Executive Director, Association of California School Administrators (ACSA); Molly Magee-Hewitt, CAO/CEO, California Association of School Business Officials (CASBO); Dana Dean, Solano County Board of Education/Immediate Past-President, California County Board of Education (CCBE); Ted Alejandre, San Bernardino County Superintendent of Schools/President, California County Superintendents Educational Services Association (CCSESA); Vernon Billy, CEO/Executive Director, California School Boards Association (CSBA); and Michelle Giacomini, Deputy Executive Director, Fiscal Crisis and Management Assistance Team (FCMAT).

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# Reviewing Charter School Petitions

## Guiding Principles

The Charter School Petition Evaluation Matrix was developed to align with the Education Code (EC), state regulations and other pertinent laws required for reviewing charter school petitions. The purpose of this tool is to help guide the schools and the reviewer through the charter school petition preparation and review process.

## State Guidance

The California Code of Regulations, Title 5, section 11967.5 provides the following guidance for reviewing a charter petition: *"The criteria are intended to require no charter provisions in excess of those that the State Board of Education believes necessary to determine whether each element specified in Education Code section 47605(b) has been satisfactorily addressed. Where the criteria call for judgments to be made, the judgments will be made in such a manner as to be reasonable, rational, and fair to the petitioners and other parties potentially affected by the chartering of the school ..."*

[The California Code of Regulations, Title 5, section 11967.5.1\(g\) states that a "reasonably comprehensive" description shall include, but not be limited to, information that:](#)

- (1) *Is substantive and is not, for example, a listing of topics with little elaboration.*
- (2) *For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.*
- (3) *Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.*
- (4) *Describes, as applicable among the different elements, how the charter school will:*
  - A) *Improve pupil learning.*
  - B) *Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.*
  - C) *Provide parents, guardians, and pupils with expanded educational opportunities.*
  - D) *Hold itself accountable for measurable, performance-based pupil outcomes.*
  - E) *Provide vigorous competition with other public school options available to parents, guardians, and student.*

### Instructions To Charter School Petition Review Team / Evaluation Rubric

1. **Identify your team.** Determine who will be responsible for reviewing which sections of the charter petition document. Record team members' names on the Petition Review Team page to help track responsibilities.
2. **Rate the charter school petition** in the various petition Elements and Supplemental sections of the Evaluation Matrix.
  - a. Mark either "met" or "not met" in the "Evaluation Standard Met" Column for each specific criterion. Criteria in **RED** indicate a description that is required under law to be included in the charter petition. Criteria in **BLACK** are descriptions that are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.
  - b. Use the state guidance and rating definitions below to guide your assessment.
  - c. At the end of each section, elaborate in the comment section on the areas rated as "not met".
3. **Analyze the results.** At the end of this process, determine whether the petition is reasonably comprehensive or if there are any identified Findings of Fact. This tool should be used as part of the final analysis and report to the district governing board.

#### **Evaluation Standard Met:**

The charter petition demonstrates solid preparation and grasp of key issues that indicate a reasonably comprehensive description. Overall, the charter petition contains many characteristics of concise, specific, and accurate information. The standard may be met if the charter petition requires additional, non-substantive elaboration in places.

#### **Evaluation Standard Not Met:**

The charter petition addresses some of the criteria but lacks meaningful detail. The description requires important or key additional information to be reasonably comprehensive. It demonstrates a lack of preparation, is unclear, and uses generic information, or otherwise raises substantial concerns about the petitioner's understanding of the issue in concept. Additional substantiated information would be required to determine the charter petitioner's ability to implement or meet the requirement in practice.

# The Petition Review Team

**Identify your team and who will be responsible for reviewing which sections of the charter school petition document.**

<b>Area of Review (§47605(c))</b>	<b>Department Responsible</b>	<b>Name of Reviewer</b>
A. Education Program	SCUSD Review Team	Hunt/Goldman/Mandelbaum
B. Measurable Student Outcomes	SCUSD Review Team	Hunt/Goldman/Mandelbaum
C. Student Progress Measurement	SCUSD Review Team	Hunt/Goldman/Mandelbaum
D. Governance Structure	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
E. Employee Qualifications	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
F. Health and Safety	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
G. Racial & Ethnic Balance	SCUSD Review Team	Hunt/Daugherty/Goldman
H. Admissions Policies and Procedures	SCUSD Review Team	Goldman/Mandelbaum
I. Annual Financial Audits	SCUSD Review Team	Deal/Guzman
J. Suspension and Expulsion	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
K. Staff Retirement System	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
L. Attendance Alternatives	SCUSD Review Team	Hunt/Goldman/Mandelbaum
M. Post-Employment Rights of Employees	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
N. Dispute Resolution Process	SCUSD Review Team	Goldman/Mandelbaum
O. Closure Procedures	SCUSD Review Team	Deal/Guzman

## Supplemental Criteria

<b>Areas of Review</b> EC §47605(c), §47605(e), §47605(h), §47641(a), §47646	<b>Department Responsible</b>	<b>Name of Reviewer</b>
Financial/Administrative Plan	SCUSD Review Team	Deal/Guzman
Charter Management Organization (i.e. "entities managing charter schools")	Not Applicable	Not Applicable
Facilities	SCUSD Review Team	Goldman/Mandelbaum
Impact Statement	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
Community Impact	SCUSD Review Team	Daugherty/Goldman/Mandelbaum
Special Education	SCUSD Review Team	Daugherty/Mandelbaum
Required Declarations/Affirmations	SCUSD Review Team	Daugherty/Mandelbaum
Independent Study, if applicable	Not Applicable	Not Applicable
Alternative Charter Schools, if applicable	Not Applicable	Not Applicable



**PETITIONER CERTIFICATION**  
*(must be completed and signed by petitioner)*

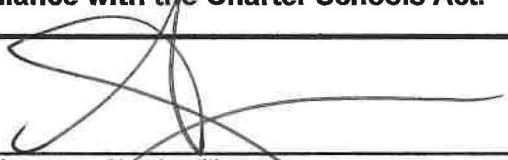
**Instructions to Lead Petitioner**

1. Complete and review the Cover/Intake and Petitioner Certification forms.
2. Insert the petition page numbers in the far-right column of the 15 Element & Supplemental Criteria of the Evaluation Matrix. (entitled: "located on Page(s)")
3. Complete, sign and submit this Petitioner Certification page and forms with the charter petition.
4. Please note that laws and best practice change and expand from time to time. This document is intended as a fairly comprehensive resource for both petitioner and reviewer. However, the petitioner is ultimately responsible for the inclusion of all legal requirements whether in this matrix or not.

**Education Code §47605(b):** A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.

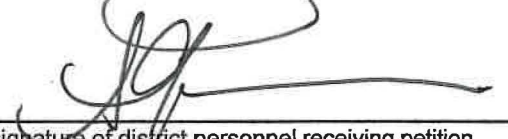
**I hereby certify under the laws of the State of California and the United States that the foregoing petition and cover page(s) are deemed complete, true, and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to revocation if later discovered and material to compliance with the Charter Schools Act.**

Audria Johnson  
name of lead petitioner

  
signature of lead petitioner

June 27, 2024  
date

Amanda Goldman  
name of district personnel receiving petition

  
signature of district personnel receiving petition

6/27/24  
date received  
1pm



6/27/24 - A Gold  
6/27/24

**Charter Petition Submission Checklist: Submitting a Complete Petition Package**

✓	The <i>Petition Review Matrix</i> with page numbers identifying the location of legal requirements.
✓	<b>Flash Drive:</b> One (1) organized electronic copy of <u>all documents with clear naming conventions</u> .
✓	<b>Binders:</b> Two (2) additional binders containing the complete petition submission. <u>Use tabs to separate each section.</u>
	<p>Include</p> <ul style="list-style-type: none"> <li>✓ Table of Contents</li> <li>✓ A cover letter signed by the governing board president, or designee</li> <li>✓ Board meeting minutes authorizing the submission of the charter petition. - App. D</li> <li>VA <b>New Petitions:</b> Articles of Incorporation and By-laws for the non-profit organization</li> <li>✓ <b>Revisions &amp; Renewals:</b> An Executive Summary summarizing the proposed substantive changes to the petition             <ul style="list-style-type: none"> <li>• Use a two-column table. Include a charter element on the left and a description of revisions on the right.</li> <li>• Substantive changes include but are not limited to governance structure/ bylaws, grade levels served, location(s), and any changes to the design or intent of the program as described in the <u>existing</u> petition. Include references to Ed Code.</li> </ul> </li> <li>✓ A signed Certification of Completion (Forms A or Form B), E.C. §47605(b). A FULLY UPDATED (track-changes (Word) <u>and</u> clean copy (PDF)) charter petition including             <ul style="list-style-type: none"> <li>• Include all content required by all newly enacted laws and regulations pertaining to charter schools since the previous authorization.</li> <li>• A reasonably comprehensive description of all 15 elements and supplemental sections with legal assurances. It is highly recommended that the lead petitioner review the petition against the <i>Matrix</i> before submitting it.</li> <li>• A financial plan/proposed budget including reasonable multi-year projections and cash flow for at least 3 subsequent years. <u>Electronic copies must be in Excel format.</u></li> <li>• The Appendix of supporting documents (See FORM D)</li> </ul> </li> <li>✓ The Appendix and supplemental materials <u>will not</u> be reviewed in place of a reasonably comprehensive description of the required charter petition elements, E.C. §47605.</li> </ul>
	Deliver both binders and the flash drive to Serna Center, Sacramento City Unified School District, 5735 47th Avenue, Sacramento, CA, 95824; Attn: Amanda Goldman
✓	▶ <b>Form A</b> <i>Signed Certification of Completion- Renewals &amp; Material Revisions</i>
NA	▶ <b>Form B</b> <i>Signed Certification of Completion- New Petitions</i>
✓	▶ <b>Form C</b> <i>Renewal Performance Report</i>
✓	▶ <b>Form D</b> <i>Suggested Appendix Documents</i>
NA	▶ <b>Form E</b> <i>Courtesy Copy Only: Charter Petition Process</i>



## CHARTER SCHOOL PETITION EVALUATION MATRIX Intake Information/Cover Sheet

Petitioner Information	Petition Review Timelines (District Use Only)		
<b>Name of Proposed Charter School</b>	<input type="checkbox"/> Initial Petition	<input type="checkbox"/> Material Revision	<input checked="" type="checkbox"/> Renewal
Growth Public Schools	<b>Petition Submitted:</b>	<b>Pubic Hearing</b>	<b>Decision Hearing</b>
<b>Name &amp; Position of Lead Petitioner</b>	6.27.2024	<i>Within 60 days of submission</i>	<i>Within 90 days of submission but may be extended 30 days if mutually agreed</i>
Audria Johnson, Executive Director			
<b>Phone and Email</b>			
916-394-5007; ajohnson@growthps.org		<b>Due Date</b>	<b>Due Date</b>
<b>Address</b>	<b>Was an Extension Requested / Agreed Upon?</b>	8.26.2024	9.25.2024
9320 Tech Center Drive, Sacramento, 95826		<b>Date Held</b>	<b>Date Held</b>
<b>Proposed Grade Span</b>	<input type="checkbox"/> Yes	8.8.2024	9.5.2024
	<input checked="" type="checkbox"/> No		

<b>New Petitions Only - NOT APPLICABLE</b>	
<p><b>Education Code §47605(a)(1):</b> <i>A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district if each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions is met:</i></p>	
<p>(A) <i>The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the charter school for its first year of operation</i></p>	<ul style="list-style-type: none"> <li>• NO</li> <li>• YES</li> </ul>
<p>(B) <i>The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school during its first year of operation</i></p>	<ul style="list-style-type: none"> <li>• NO</li> <li>• YES</li> </ul>

Facility Information				
<b>Facilities Have Been Secured (select yes or no)</b>	X YES (List proposed address below)		NO (List facilities being considered below)	
Proposed Facility Address	9320 Tech Center Drive	Sacramento	CA	95826
	<small>Street</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>
Facilities Being Considered (Include any Prop 39 Facility Requests being proposed)	Street	City	State	Zip Code
	<small>Street</small>	<small>City</small>	<small>State</small>	<small>Zip Code</small>



YES / NO

### Related Business Organizations and Other Corporate Affiliations

List all corporations or business entities related to the corporation proposed to operate the charter school and/or lead petitioner(s). Explain whether, and to what extent, those other entities will participate in operating the charter school (use additional pages if necessary)

Related or Affiliated Entity Name and Contact Information	Services to be Provided, if any

### Affiliated Schools and Prior Charter School Experience

Any past or current operational charter schools affiliated with proposed charter school?	YES	NO		
Name of affiliated school(s)				
Mailing Address				
	Street	City	State	ZIP Code
Name of Authorizing Agency & Contact Name				
Authorizing Agency Contact Phone and email				

### Special Education - SELPA Information

Has Charter School applied for or been approved as LEA member of SELPA?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	If <b>YES</b> , Provide LEA #, Name of SELPA & Contact	El Dorado Charter SELPA
If <b>NO</b> , explain intent for special education compliance as a charter school in the charter petition. (See <i>Supplemental Criteria</i> section of the <i>Evaluation Matrix</i> )			

# CHARTER SCHOOL PETITION EVALUATION MATRIX

## 15 Charter Elements

Criteria in RED indicate a description that is required under law to be included in the charter petition.

Criteria in BLACK are descriptions strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

A. Description of Vision, Mission, and Educational Program		
Evaluation Criteria: E.C. §47605(c)(5)(A) <i>THE PETITION DESCRIBES, AT MINIMUM</i>	Evaluation Standard Met YES / NO	Located on Page(s)
<b>1. Targeted Student Populations and Community Need</b>		
a. students the charter school will attempt to educate and a demonstration of need for proposed educational program	YES	27-28
b. grade levels and number of students the charter school plans to serve	YES	15-26
c. a clear, concise school mission and vision statement that aligns with the target population	YES	8-9
d. the needs and challenges of the student groups to be served	YES	15-26
<b>2. Attendance</b>		
a. school year/academic calendar, number of school days and instructional minutes	YES	34, Appx. 1
b. attendance expectations and requirements, including enrollment projections	YES	28, Appx. 1
c. master/daily schedule and proposed bell schedule	YES	Appx. 1
<b>3. What It Means to Be an Educated Person in the 21st Century</b>		
a. goals that are consistent with enabling all pupils to become or remain self-motivated, competent, lifelong learners	YES	Appx. 2+3
b. list of academic skills and qualities important for an educated person	YES	29
c. list of general non-academic skills and qualities important for an educated person	YES	29
<b>4. How Learning Best Occurs/Instructional Design, including subgroup program (CCR §11967.5.1. (f)(C))</b>		
a. a framework for instructional design that is aligned with the needs of the students that the charter has identified as its target student population	YES	29-33
b. description of learning setting (e.g., site-based matriculation, independent study, tech-based)	YES	3, 33
c. instructional approaches and strategies school will utilize that will enable the school's students, including subgroup populations such as English language learners (ELL), to master the content standards for the core curriculum areas adopted by the SBE	YES	29-30, 36-43
d. process for developing or adopting curriculum and teaching methods	YES	29-32
e. how the charter school will identify and meet the needs of students with disabilities, ELLs, students achieving substantially above or below grade level expectations, and other special student populations. - the description demonstrates understanding of the likely ELL population - includes sound approach to identify and meet the needs of subgroup populations	YES	36-43 43-51 34-36
f. special education plan including, but not limited to, the means by which the charter school will comply with the provisions of EC section 47641	YES	43-51
g. a plan for professional development that aligns with the charter school's proposed program	YES	Appx. 5
<b>5. Materials, Including Technology</b>		
a. how staff's and students' technology resources are aligned to the instructional program and meet state assessment requirements	YES	33
b. what materials are available to students: student-to-computer ratio appears reasonable	YES	33
c. a description or plan for providing adaptive technology for SPED students	YES	33
d. Common Core technology standards, digital assessments, and professional learning		



## CHARTER SCHOOL PETITION EVALUATION MATRIX

6. Annual Goals		
a. annual goals for all pupils and for each subgroup of pupils identified pursuant to section 52052 that apply to the grade levels served	YES	Appx. 2+3
<u>b. goals tied to state priorities listed in EC section 52060(d) and LCAP, as appropriate.</u> <u>- Additional priorities related to unique aspects of the proposed charter school program include goals and specific annual actions.</u>	YES	Appx. 2+3
c. specific annual actions designed to achieve the stated goals	YES	Appx 2+3
7. Description Requirements for Charter Schools Serving High School Students		
a. how parents will be informed about the transferability of courses to other public high schools	NA	
b. how parents will be informed about the eligibility of courses to meet college entrance requirements	NA	
c. how each student will receive information on how to complete and submit a FAFSA or California Dream Act Application at least once before the student enters grade 12	NA	
d. how the exit outcomes will align to mission, curriculum, and assessments	NA	
e. affirmation that all students will have the opportunity to take courses that meet the 'A-G' requirements	NA	
f. planned graduation requirements and WASC accreditation are defined	NA	
Comments by review team:		
B. Measurable Student Outcomes		
<u>Evaluation Criteria: E.C. §47605(c)(5)(B)</u> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. Measurable pupil outcomes for all groups, and for each numerically significant subgroup, including specific assessment methods or tools listed for each outcome	YES	Appx 2+3
2. A description of how pupil outcomes align with the state priorities consistent with LCAP, as described in EC 52060(d), that apply for the grade levels served or the nature of the program	YES	Appx 2+3
3. Specific annual actions designed to achieve the stated goals	YES	Appx 2+3
4. Additional school priorities related to unique aspects of the proposed charter school program, with goals and specific annual actions	YES	Appx 2+3
5. Description of how pupil outcomes will address state content and performance standards in core academic areas		
6. Description of how exit outcomes align to the mission and instructional design of the program	NA	
7. Description or affirmation that "benchmark" skills and specific classroom-level skills will be developed		
8. School-wide student performance goals students will achieve over a given period of time, including projected attendance levels, dropout percentage, and graduation rate goals	YES	Appx 2+3
Comments by review team:		

Criteria in RED indicate a description that is required under law to be included in the charter petition.  
Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

### C. Student Progress Measurement

Evaluation Criteria: <a href="#">E.C. §47605(c)(5)(C.)</a> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. Assessment tools that include all required state and federal assessment (SBAC, ELPAC, etc.) for purposes of accountability	YES	53-55
2. At least one assessment method or tool listed for each of the exit assessments	NA	
3. A variety of alternative assessment tools, including tools that employ objective means of assessment consistent with the measurable pupil outcomes	YES	53-55
4. Chosen assessments are appropriate for standards and skills the charter school seeks to measure	YES	53-55
5. A plan for collecting, analyzing/utilizing and reporting student/school performance to charter school staff and to students' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program	YES	55-57
<b>Comments by review team:</b>		

### D. Governance Structure

Evaluation Criteria: <a href="#">E.C. §47605(c)(5)(D)</a> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. Evidence of the charter school's incorporation as a nonprofit benefit corporation	YES	Appx. 4
a. provides the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	YES	Appx. 4
b. includes a set of bylaws and basic policies	YES	Appx. 4
2. Evidence that the organizational technical designs of the governance structure reflect: - a seriousness of purpose to ensure that the charter will become and remain a viable enterprise - understanding and assurance of compliance with open meeting requirements	YES	58-62 59
3. Key features of governing structure including, but not limited to:	YES	
a. delineation of roles and responsibilities of the governing board and staff	YES	58-60
b. a clear description of the flexibility and level of autonomy the charter school has from the charter management organization over budget, expenditures, personnel, and daily operations	NA	
c. size/composition of board, board committees and/or advisory councils	YES	58-60
d. method for selecting initial board members and election/appointment for board member replacement	YES	58-60
4. A process for involvement or input of parents/guardians in the governance of the charter school including:	YES	61-62
a. a clear delineation of roles and responsibilities of parent councils, advisory committee or other supporting groups		
b. a description how it shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to or continuation at, the charter school	YES	63
5. Specific policies and internal controls that will prevent fraud, embezzlement, and conflict of interest and ensures the implementation and monitoring of those policies	YES	83, Appx. 4
6. A description and frequency of board trainings/workshops	YES	59-60
7. Other important legal or operational relationships between the charter school and granting agency	NA	

Criteria in RED indicate a description that is required under law to be included in the charter petition.

Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

<b>Comments by review team:</b>		
E. Employee Qualifications		
<b>Evaluation Criteria: <u>E.C. §47605(c)(5)(E)</u>                  THE PETITION DESCRIBES, AT MINIMUM</b>	<b>Evaluation Standard Met YES / NO</b>	<b>Located on Page(s)</b>
1. Core and college preparatory teachers, and affirms all teachers will hold appropriate Commission on Teacher Credentialing certificates (new on July 1, 2020)	YES	65-66
2. Those positions that the charter school regards as key, and specifies the additional qualifications expected of individuals assigned to those positions, their responsibilities and accountability	YES	64-65, Appx5
3. General qualifications for the various categories of employees (e.g., other administrative, instructional support, non-instructional support). These qualifications shall be sufficient to ensure the health and safety of the charter school's faculty, staff, and students.	YES	Appx. 5
4. A clear plan for recruitment, selection, development and evaluation of staff and charter school leader	YES	66-67
5. Roles and lines of authority for board and management positions	YES	64-65
6. Qualifications for non-core, non-college prep teaching positions staffed by non-certified teachers	NA	
7. Proposed teacher to student ratio		
<b>Comments by review team:</b>		
F. Health and Safety Procedures		
<b>Evaluation Criteria: <u>§47605(c)(5)(F)</u>                  THE PETITION DESCRIBES, AT MINIMUM</b>	<b>Evaluation Standard Met YES / NO</b>	<b>Located on Page(s)</b>
1. A comprehensive charter school safety plan and assurance that all charter school staff will be trained on this plan and that the plan will be updated annually	YES	72
2. Assurances that the charter school will require a criminal background clearance report, and proof of tuberculosis examination prior to employment	YES	68-69
3. Assurances that the charter school will adopt procedures to prevent acts of bullying and cyberbullying, and make the CDE online training module available to all employees who interact with students	YES	72
4. Affirmation that charter schools with grades 7-12 will adopt a suicide prevention policy	YES	71
5. Health and safety practices for students and staff	YES	68-74
a. references include health and safety related policies/procedures or the date by which they will be adopted and submitted to the authorizer	YES	68-74
7. Assurances on the compliance with ADA (Americans with Disabilities Act)	YES	5
<b>Comments by review team:</b>		

Criteria in RED indicate a description that is required under law to be included in the charter petition.  
 Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

### G. Racial and Ethnic Balance

<u>Evaluation Criteria: E.C. §47605(c)(5)(G)</u> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	<b>Evaluation Standard Met</b> YES / NO	<b>Located on Page(s)</b>
1. Specific practices/policies the charter school will design and implement to attract a diverse applicant pool/enrollment that is reflective of the general population, including special populations residing within the territorial jurisdiction of the district	YES	75-77
2. Practices and policies appear likely to achieve racial and ethnic balance	YES	75-82
3. The outreach strategies, identifying specifically who the targeted groups will be, including developed or planned benchmarks for achieving balance	YES	75-77
4. Types of supports that will be provided to maintain enrollment balance (counselors, support staff, medical-related staff, etc.)	YES	Elements 1, 6
<b>Comments by review team:</b>		

### H. Admissions Requirements, If Applicable

<u>Evaluation Criteria: §47605(c)(5)(H)</u> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	<b>Evaluation Standard Met</b> YES / NO	<b>Located on Page(s)</b>
1. The following assurances: The charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state	YES	5, 78
2. A clear description of admission policies that meet the state and federal permissive preferences	YES	78-81
3. A clear description of how students in the community will be informed and given an equal opportunity to attend the charter school. All promotional material must clearly state the charter school will serve ALL students.	YES	81-82 75-77
4. Proposed admissions and enrollment requirements, process, and timeline, and includes:	YES	78-82
a. information to be collected through the interest form, application form, and/or enrollment form		
b. assures enrollment preferences will not require mandatory parent volunteer hours as a criteria for admission	YES	78
5. Description of the public random drawing processes that coincide with state and federal laws	YES	80
6. Assurances that preferences, if given, are not likely to negatively impact the racial, ethnic, and unduplicated balance the charter school strives to reflect	YES	80
<b>Comments by review team:</b>		

Criteria in RED indicate a description that is required under law to be included in the charter petition.  
Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

### I. Annual Independent Financial Audits

	Evaluation Standard Met YES / NO	Located on Page(s)
<b>Evaluation Criteria: §47605(c)(5)(I)</b> <b>THE PETITION DESCRIBES, AT MINIMUM</b>		
1. The manner in which the audit will be conducted	YES	83
2. Procedures to select and retain an independent auditor including: - qualifications that will be used for the selection of an independent auditor - assurance that the auditor will have experience in education finance	YES	83
3. Assurance that the annual audit will employ generally accepted accounting principles	YES	83
4. Scope and timing of audit, as well as distribution of completed audit to authorizer, county office, State Controller, California Department of Education, and/or other agencies required under law	YES	83
5. A process and timeline that the charter school will follow to address any audit findings and/or resolve audit exceptions	YES	83
6. Assurance that the charter school will satisfy any audit deficiencies to the satisfaction of the authorizer	YES	83
7. Who is responsible for contracting with and overseeing the independent audit	YES	83
<b>Comments by review team:</b>		

### J. Suspension and Expulsion Procedures

	Evaluation Standard Met YES / NO	Located on Page(s)
<b>Evaluation Criteria: E.C. §47605(c)(5)(J)</b> <b>THE PETITION DESCRIBES, AT MINIMUM</b>		
1. A process for suspensions of fewer than 10 days, including	YES	95-96
a. oral or written notice of the charges against the pupil	YES	95-96
b. if the pupil denies the charges, an explanation of the evidence that supports the charges	YES	95-96
c. how an opportunity will be provided for the pupil to present his/her rebuttal to the charges	YES	95-96
2. A process for suspensions of 10 days or more and all other expulsions for disciplinary reasons, including	YES	96-103
a. timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights	YES	96-103
b. a process of hearing adjudicated by a neutral officer within a reasonable number of days, and at which the pupil has the right to bring legal counsel or an advocate	YES	96-103
3. A clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice and that ensures the written notice shall be in the native language of the pupil or the pupil's parent or guardian	YES	86
4. Understanding of relevant laws protecting constitutional rights of students	YES	84- 103
a. provides for due process for all students and demonstrates understanding of the rights of students with disabilities in regard to suspension, expulsion, and involuntary dismissal	YES	84-103
b. explanation of how authorizer may be involved in disciplinary matters		
<b>Comments by review team:</b>		

Criteria in RED indicate a description that is required under law to be included in the charter petition.

Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

K. California State Teacher Retirement System		
Evaluation Criteria: <a href="#">E.C. §47605(c)(5)(K)</a> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. A statement of what retirement options will be offered to employees	YES	104
a. STRS (if STRS, then all teachers must participate)	YES	104
b. PERS	YES	104
c. Social Security	YES	104
2. Whether retirement will be offered with language clearly reflecting one of the following choices for each retirement system <ul style="list-style-type: none"> <li>- coverage will be offered to eligible employees</li> <li>- the charter school retains the option to elect the coverage at a future date</li> <li>- the charter school will not offer coverage</li> </ul>	YES	104
3. Who is responsible for ensuring that the appropriate arrangements for coverage have been made	YES	104
<b>Comments by review team:</b>		
L. Public School Attendance Alternatives		
Evaluation Criteria: <a href="#">E.C. §47605(c)(5)(L)</a> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. Attendance alternatives for students residing within the county who choose not to attend the charter school	YES	105
<b>Comments by review team:</b>		
M. Post-employment Rights of Employees		
Evaluation Criteria: <a href="#">E.C. §47605(c)(5)(M)</a> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. School district employee's return employment rights, including	YES	106
a. whether, and how staff may resume employment within the district or authorizer	YES	106
b. the ability to transfer sick/vacation leave to and from charter and another LEA		
c. whether staff will continue to earn service credit (tenure) in district while employed at charter	YES	106
2. Whether collective bargaining contracts of charter authorizer will be a controlling document		
<b>Comments by review team:</b>		

Criteria in RED indicate a description that is required under law to be included in the charter petition.  
 Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

## CHARTER SCHOOL PETITION EVALUATION MATRIX

### N. Dispute Resolution Procedures

<u>Evaluation Criteria: E.C. §47605(c)(5)(N)</u> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. A process for the charter and the authorizer to settle disputes relating to the provisions of the charter	YES	107-108
2. The process by which charter will resolve internal complaints and disputes	YES	108
a. includes Uniform Complaint procedures and description of how this process is communicated to parents, staff, and the community	YES	108
3. Acknowledgement that except those disputes between the chartering authority and the charter school, all disputes involving the charter school shall be resolved by the charter school according to the charter school's own internal policies	YES	108
4. Statement that if any such dispute concerns facts or circumstances that may be cause for revocation of the charter, the authorizer shall not be obligated by the terms of the dispute resolution process as a precondition to revocation	YES	107
<b>Comments by review team:</b>		

### O. Closure Procedures

<u>Evaluation Criteria: E.C. §47605(c)(5)(O)</u> <b>THE PETITION DESCRIBES, AT MINIMUM</b>	Evaluation Standard Met YES / NO	Located on Page(s)
1. The procedures to be used if the charter school closes, including:	YES	109-110
a. who is the responsible entity/person that will conduct closure-related activities	YES	109
b. process for submission of final financial reports, expenditure reports for entitlement grants, and the filing of any required final expenditure and performance reports	YES	110
2. The maintenance plan for pupil records and the manner in which parents/guardians may obtain copies of pupil records if the charter school closes, including how information will be preserved and transferred.	YES	109
3. A process of how charter will ensure a final audit of the charter school	YES	110
a. an assurance it will be conducted within six months of closure	YES	110
b. the disposition of the charter school's assets	YES	110
c. plans for disposing net assets	YES	110
4. The transfer and maintenance of personnel records in accordance with applicable law	YES	109-110
<b>Comments by review team:</b>		

Criteria in RED indicate a description that is required under law to be included in the charter petition.  
Criteria in BLACK is strongly suggested to be included to ensure that the petition is reasonably comprehensive.

# CHARTER SCHOOL PETITION EVALUATION MATRIX

## Required Supplemental Criteria

Criteria in RED indicate a description that is required under law to be included in the charter petition.

Criteria in BLACK are strongly suggested to be included to ensure that the charter petition is reasonably comprehensive.

Financial/Administrative Plan		
Evaluation Criteria: <a href="#">E.C. §47605(h)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
<b>1. A One Year Operational Budget (current year or first year)</b>		
a. annual revenues and expenditures clearly identified by source	YES	Appendix C
b. revenue assumptions in alignment with applicable state and federal funding formulas	YES	Appendix C
c. expenditure assumptions that reflect the school design plan		
d. expenditure assumptions that reflect market costs		
e. revenues from grants or other proposed fundraising that are not critical to fiscal solvency		
f. minimum reserve level and projected positive ending fund balance (the larger of 3% of expenditures, or \$25,000)		
g. if expenditures exceed revenues in first year of operations, identifies sources of capital sufficient to cover deficits until the budget is projected to balance	NA	
h. expenditures for property and liability insurance that name the district/authorizer as additional insured (and/or a hold harmless agreement)		
i. expenditures for reasonably expected legal services		
j. expenditures for special education excess costs consistent with current experiences in the school district/county office		
k. expenditures for facilities – if specific facilities not secured, reasonable projected cost		
l. expenditures for required student meals that meet federal nutritional requirements		
m. the alignment of LCAP expenditures with the charter's budget	YES	Appx 2+3
<b>2. Financial Projections Include a Clear Description of Planning Assumptions</b>		
	YES	Appendix C
a. revenues and expenditures correlate with the number/types of students by grade level in budget		
b. expenditure assumptions correlate with the amount of staff in budget		
c. expenditure assumptions correlate with the facility needs in budget		
d. expenditure assumptions in alignment with overall school design plan		
e. revenues based on state and federal funding guidelines		
f. revenues based on reasonable potential growth in local, state and federal categories		
g. revenues based on reasonable student growth projections		
h. revenue from sources such as grants, loans, donations and other non-guaranteed funds not necessary for the charter to maintain fiscal solvency		
i. timeline for any referenced grant applications to be submitted and funded		
j. positive reserves are maintained in all three years		
k. fund balances are positive, or sources of supplemental working capital are identified		



## CHARTER SCHOOL PETITION EVALUATION MATRIX

Financial/Administrative Plan		
Evaluation Criteria: <a href="#">E.C. §47605(h)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
<b>3. Start-Up Costs – Initial Petition Only</b>	NA	
a. <b>reasonable allocation for all major start-up costs</b> including: <ul style="list-style-type: none"> <li>- staffing</li> <li>- facilities</li> <li>- equipment and supplies</li> <li>- professional services (i.e., food services, etc.)</li> <li>- technology materials</li> <li>- assessment systems/materials</li> <li>- legal costs</li> </ul>	NA	
b. in alignment with overall school design plan		
c. potential funding sources		
d. timeline allows for grant applications and fundraising efforts to be completed in time, if included in start-up costs		
<b>4. Cash Flow Projections for 3 Years</b>	YES	Appendix C
a. <b>monthly projection of revenue receipts in line with local/state/federal funding disbursements</b>	YES	Appendix C
b. expenditures projected by month and corresponds with typical/reasonable schedules		
c. balance sheet accounts projected by month		
d. shows positive cash balance each month and/or identify sources of working capital		
<b>5. Structure for Administrative Services and Operations</b>	YES	114
a. outline or process for how personnel transactions will be conducted, (i.e., hiring, payroll, leaves and retirement)		
b. accounting and payroll processes that reflect an understanding of school business practices and expertise to carry out the necessary functions		
c. plan and timeline to develop and assemble school business practices and expertise		
d. explanation of how school intends to manage risk, including any policies and procedures	YES	111-112
e. if operated by a non-profit organization, affirms will provide additional 501(c)(3) fiscal reports		
Comments by review team:		

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 Criteria in BLACK suggested to be included to ensure that the petition is reasonably comprehensive

## CHARTER SCHOOL PETITION EVALUATION MATRIX

Charter Management Organization, i.e. Entities Managing Charter Schools		
Evaluation Criteria: <a href="#">E.C. §47605(h)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
1. <b>Name and relationship of CMO to charter school, including</b> <ul style="list-style-type: none"> <li>- roles</li> <li>- responsibilities</li> <li>- payment structure</li> <li>- conditions for renewal/termination</li> <li>- investment disclosure</li> </ul>	NA	
2. CMO's role in the financial management of the charter and the associated internal controls		
3. Other schools and/or companies managed by the CMO		
4. CMO's history, philosophy, and past results operating other schools and/or companies		
5. CMO's Form 990s for up to prior three years		
6. Back-office provider and description of support utilized by the charter	YES	114
7. Affirmation that the CMO/back-office provider will provide timely submissions of calendar of due date items		
8. Affirmation that the CMO/back-office provider will provide timely submissions of request for information items		
Comments by review team:		

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## CHARTER SCHOOL PETITION EVALUATION MATRIX

Facilities		
Evaluation Criteria: <a href="#">E.C. §47605(h)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
<b>1. Location of Facility</b>	<b>YES</b>	<b>3</b>
a. the types and the location of the charter school facility that the petitioner proposes to operate, including - size and resources - safety - educational suitability	NA	
b. the address of the facility or a schedule for securing the facility, including the person responsible for securing the location		
c. assessment and analysis of anticipated facilities needs and viability of potential sites		
<b>2. Current and Projected Availability</b>		
a. current and projected availability of each charter school site, and schedule for securing the facility		
b. assurances of all legal compliance with health and safety, ADA, and applicable building codes	YES	71
c. adequate budget for anticipated costs, including renovation, rent, maintenance and utilities	YES	Appendix C
d. statement whether a request will be made for use of authorizer-owned facilities		
e. lease or occupation agreement for privately obtained facilities, and/or provides a copy of the lease agreement	YES	Appendix 6
Comments by review team:		

## CHARTER SCHOOL PETITION EVALUATION MATRIX

Impact Statement		
<a href="#">Evaluation Criteria: E.C. §47605(h)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
1. Number of students anticipated to enroll	YES	10
2. Identification of whether charter will request to purchase support services from authorizer	YES	114
3. Affirmation there will be a Memorandum of Understanding between the authorizer and charter school	YES	111
4. Processes and policies between charter and authorizer		
a. includes process, activities and associated fees for oversight of charter		
b. includes processes, timelines, and evaluation criteria for annual review and site visits		
c. includes regular, ongoing fiscal and programmatic performance monitoring and reporting		
d. includes process, timelines and evaluation criteria for charter renewal		
e. outlines other important legal or operational relationships between authorizer and charter school		
5. Criteria and procedure for the selection of a contractor, if applicable, including - process for determining necessary expertise - selection of the contractor or contractors, if applicable		
6. Potential civil liability effects, if any, upon the school and the authorizer	YES	111-112
Community Impact		
<a href="#">Evaluation Criteria: E.C. §47605(c)(7)</a> <i>The petition describes, at minimum</i>	Evaluation Standard Met Yes / No	Located on Page(s)
1. How the charter school will not substantially undermine existing school district services, academic offerings, or programmatic offerings	NA	
2. Whether the charter school petition duplicates a program currently offered by the district, and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate	NA	
Comments by review team:		

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 Criteria in BLACK suggested to be included to ensure that the petition is reasonably comprehensive

## CHARTER SCHOOL PETITION EVALUATION MATRIX

Special Education		
Evaluation Criteria: E.C. §47641(a) and E.C. §47646	Evaluation Standard Met Yes / No	Located on Page(s)
<i>The petition describes, at minimum</i>		
1. The school's special education structure (3 options) a. charter school will be an independent LEA for special education purposes, or b. charter school will be a school within the district, or c. the charter school will be a SELPA	YES	43
2. How special education services will be provided consistent with SELPA Plan and/or policies and procedures. a. includes a fiscal allocation plan in alignment with the SELPA the charter plans to join	YES	45 Appendix C
3. Affirmation that the charter school will assume full responsibility for appropriate accommodations to address the needs of any student	YES	48
4. Acknowledgment that the charter is responsible for providing special education, instruction and related services to the students enrolled in the school regardless of students' district of residence	YES	43
5. The process for notifying district of residence and authorizing LEA when a special education student enrolls, becomes eligible, ineligible and/or leaves the charter	YES	46
6. The transition to and from a district when a student with an IEP enrolls in or transfers out of the charter	YES	47
7. Evidence that the school has consulted with a SELPA, such as a letter from SELPA confirming receipt of application	NA	
8. Includes the following assurances		
a. the charter will comply with all provisions of IDEA	YES	5-7
b. no student will be denied admission based on disability or lack of available services	YES	43
c. a Student Study Team process will be implemented	YES	35
d. any student potentially in need of Section 504 services will receive such services	YES	44
<b>If the charter will not be an independent LEA</b>		
1. Clarifies in charter petition or a Memorandum of Understanding the responsibilities of each party for service delivery, including Referral, Assessment, Instruction, Due Process, Agreements describing allocation of actual excess costs	YES	50-51
2. An assertion that the charter will be fiscally responsible for its fair share of any encroachment on general funds	YES	50
<b>If the charter school is an independent LEA within a SELPA</b>		
1. Notifies SELPA Director of intent to participate prior to February 1 of the preceding school year	YES	45
2. Includes current operating budget in accordance with E.C. §42130 and E.C. §42131	YES	Appendix C
3. Understands that the charter school is fiscally responsible for fair share of any encroachment on general funds	YES	50
4. Asserts responsibility for any legal fees relating to the application and assurances process	YES	50
5. Demonstrates it is located within SELPA's geographical boundaries	YES	3
6. Asserts all instruction will be in a safe environment	YES	84
7. Affirms the terms of the Agreement will be met regarding the organization, implementation, administration and operation of the SELPA	YES	49-51

Criteria in RED indicate a description that is required under law to be included in the charter petition  
Criteria in BLACK suggested to be included to ensure that the petition is reasonably comprehensive

## CHARTER SCHOOL PETITION EVALUATION MATRIX

Comments by review team:		
<b>Required Declaration</b>		
<a href="#">Evaluation Criteria: E.C. §47605(c)(6)</a> <i>The petition describes, at minimum</i>	<b>Evaluation Standard Met</b> Yes / No	<b>Located on Page(s)</b>
1. Declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	YES	5-7
<b>Required Affirmations</b>		
<a href="#">Evaluation Criteria: E.C. §47605(e)</a> <i>The petition describes, at minimum</i>	<b>Evaluation Standard Met</b> Yes / No	<b>Located on Page(s)</b>
1. Affirmation that the school will be nonsectarian in its - programs - admission policies - employment practices - and all other operations	YES	5-7
2. Affirmation that the school shall not charge tuition	YES	5-7
3. Affirmation that the school shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code	YES	5-7
4. Affirmation that the admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school	YES	5-7
<u>5. Affirmation that the charter school shall admit all pupils who wish to attend the charter school</u>	YES	5-7
6. Affirmation that the school will comply with federal, state and local laws as required for charter schools	YES	5-7
Comments by review team:		

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 Criteria in BLACK suggested to be included to ensure that the petition is reasonably comprehensive



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

**Meeting Date:** September 5, 2024

**Subject:** **Public Hearing for Resolution No. 3433 Resolution to Convey Public Utilities Easement to Sacramento Municipal Utility District at Oak Ridge 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. 3433, which conveys easement entitlements to Sacramento Municipal Utility District for a utilities easement at Oak Ridge Elementary as part of the new construction at that site. Approve subsequent Resolution No. 3433 as part of the Consent Agenda during the same meeting.

**Background/Rationale:** The District is rebuilding Oak Ridge Elementary and Sacramento Municipal Utility District has jurisdiction over the electrical distribution facilities that serve the Oak Ridge site. Sacramento Municipal Utility District requires a utility easement to move and provide electrical services to the site.

**Financial Considerations:** N/A

**LCAP Goal(s):** Maintain Safe Learning Environments & Dismantle Inequities; Maintain Safe & Clean Environments and Sufficient Supplies

**Documents Attached:**

1. Notice of Public Hearing
2. Executive Summary
3. SMUD Commitment Letter and Easement Documents

**Estimated Time of Presentation:** 5 minutes

**Submitted by:** Ben Wangberg, Facilities Planning Manager

Nathaniel Browning, Director of Capital Projects, Facilities,  
and Resource Management

**Approved by:** Chris Ralston, Assistant Superintendent of Facilities

Janea Marking, Chief Business and Operations Office

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. 3433: Resolution to Convey Utility Easement Entitlements to Sacramento  
Municipal Utility District for Oak Ridge 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**

**Oak Ridge Elementary Site  
4501 Martin Luther King Jr. Blvd.  
Sacramento, CA 95820**

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

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**HEARING DATE:** September 5, 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 450005

# Board of Education Executive Summary

## Facilities Support Services

Public Hearing for Resolution No. 3433 Resolution to Convey Public Utilities Easement to Sacramento Municipal Utility District at oak Ridge Elementary  
September 5, 2024



### I. Overview/History of Department or Program

Measure H was passed in 2020. It provided funding to reconstruct Oak Ridge Elementary School. The District is currently in the construction phase for this project. During this phase, the District is working with local jurisdictions, and Sacramento Municipal Utility District has jurisdiction over the electrical distribution facilities that will serve Oak Ridge Elementary. Sacramento Municipal Utility District requires a utility easement for it to provide electrical services to this facility.

To initiate the process for a utility easement, Education Code 17557 specifies that the District has to provide a resolution of its intention to dedicate real property. On the August 8, 2024, Board of Education Meeting, the Governing Board adopted Resolution No. 3430 which declared the District's intention to convey District property located at 4501 Martin Luther King Jr. Blvd., Sacramento, CA 95820, to Sacramento Municipal Utility District for a utility easement.

Thereafter, Pursuant to Education Code 17558, copies of Resolution No. 3430 were posted in three public places within the District and a Notice of Public Hearing was published in the Daily Recorder on August 27, 2024.

### II. Driving Governance:

Education Code Article 15 §17556-17561

### III. Budget:

N/A

### IV. Goals, Objectives and Measures:

Convey Utility Easement Entitlements to Sacramento Municipal Utility District for it to provide electrical services to Oak Ridge Elementary School.

### V. Major Initiatives:

N/A

### VI. Results:

Upon completion, Oak Ridge Elementary School will have adequate electrical services provided by Sacramento Municipal Utility District to run its operations.

### VII. Lessons Learned/Next Steps:

Adopt Resolution No. 3433, which conveys Utility Easement Entitlements to Sacramento Municipal Utility District for the Oak Ridge Elementary School.



June 9, 2023

SACRAMENTO CITY UNIFIED SCHOOL
ATTENTION: DANNY MCKEVITT
425 1ST AVE
SACRAMENTO CA 95818

Notification # 32228966

SMUD COMMITMENT LETTER

Thank you for submitting your plans for 4501 MARTIN LUTHER KING JR. BL for an electric service commitment. Your cooperation enables us to give you the best service possible, as well as provide for your future requirements.

We are returning one copy of your plans indicating the service location and other requirements checked below. Our commitment is subject to changing conditions and, as a result, may not be valid after twelve months.

Please contact the Designer if additional information is desired.

Designer: KEITH BRENK Telephone (916) 732-7339

Service will be: Overhead [ ] Underground [X]
Volts: 277/480 Phase: THREE Wire: 4 Type: WYE

(Street light service voltage will be the same as above.)

Transformer pad required: Yes [X] No [ ] SMUD Dwg. UVD 2.2 & 2.2A
Conduit required: Yes [X] No [ ] (see sketch)
Right-of-way required: Yes [X] No [ ]
Transformer protection required: Yes [ ] No [X] see sketch and SMUD Dwg. N/A
Primary pull box required: Yes [X] No [ ] SMUD Dwg. UVC 1.2, & 1.2.9
Secondary J – Box Required: Yes [ ] No [X] SMUD Dwg. N/A
Service box required: Yes [ ] No [X] SMUD Dwg. N/A
Switchgear pad required: Yes [ ] No [X] SMUD Dwg. N/A
Other requirements: See enclosed Booklet [X] Prints [X]

\*A maximum fault current of 34,100 amps, symmetrical, is based on the largest transformer that could be needed to serve the Single [X] Combined [ ] main sizes of 1600 amps under the following assumptions:

- 1. The largest transformer that could be needed is 1500 kVA with 5.3 % impedance
2. A primary system impedance of zero ohms
3. No motor contributions to the fault, and
4. Zero ohms fault impedance

The meter(s) shall be located on the exterior of the building. When it is absolutely necessary to locate meters in locked rooms, cabinets, or fenced enclosures, consult SMUD's Field Metering at (916) 732-5167.

\*If future load growth necessitates increasing the main switch size, the available fault current should be recalculated.

NOTE: This commitment letter may be required by local inspection authority as part of its plan check requirements.



June 5, 2023

SACRAMENTO CITY UNIFIED SCHOOL  
ATTENTION: DANNY MCKEVITT  
425 1ST AVE  
SACRAMENTO CA 95818

**SUBJECT: ELECTRIC SERVICE REQUIREMENTS**

**Project Location: 4501 MARTIN LUTHER KING JR. BL**

**Notification # 32228966**

In order to schedule construction activity to provide timely permanent electric service to your development, the Sacramento Municipal Utility District (SMUD) requires the following:

- A. Property owner will sign and return the enclosed Conveyance of Electric Distribution Facilities. Please Note: SMUD construction cannot be scheduled until signed documents are returned.
- B. Developer's compliance with SMUD Rules and Electric Service Requirements. Copies are available upon request.
- C. Due to the time needed for construction scheduling, SMUD fees need to be paid as soon as possible after receipt of the billing contract.
- D. Costs for relocating or modifying SMUD facilities, whether in a street or private right-of-way, as a result of a commercial, industrial, or apartment development, shall be reimbursed by the developer prior to any work being done by SMUD.
- E. The project coordinator should notify SMUD's Designer of any changes in the project's estimated start date to avoid unnecessary delays of SMUD construction.
- F. SMUD may need to secure an easement from you and possibly other private parties and/or permits from various public agencies to provide electric service to your development. If an easement is required, SMUD's Real Estate Services will contact you, typically within 2-3 weeks to properly execute a Grant of Easement, please see attached example. If you have questions or concerns regarding these items, please contact your assigned SMUD Designer as SMUD construction cannot start until these requirements are satisfied.
- G. Party responsible for electric bills should make application for service with SMUD Customer Services Department at 1-888-742-7683 as soon as possible. Connection of electric service can be scheduled upon receipt of the electrical inspection by the city/county.
- H. All metering and switchgear design and placement must be submitted and approved by SMUD's Field Metering prior to installation. Please submit metering and switchgear designs to SMUD at [metershopsubmittals@smud.org](mailto:metershopsubmittals@smud.org) or mail to: SMUD, Attention: Field Metering, Mail Stop EB 102, 4401 Bradshaw Road, Sacramento, CA 95827-3834 or contact them at (916) 732-5167.
- I. Multi-unit buildings must be addressed in compliance with the enclosed addressing guidelines prior to connection of electric service. A copy of the site plan showing building addresses, unit numbers, and electric service locations should be received by SMUD's Designer at least ten (10) working days prior to obtaining City/County inspection approval in order to avoid service delays. Meters cannot be set until specific building addresses and unit numbers are known and clearly identified on buildings and electric service equipment.

- J. The project coordinator will conduct an on-site pre-construction meeting with a SMUD inspector a minimum of 48 hours in advance of construction. At the time of your pre-construction meeting you will need to supply SMUD's inspector with a copy of your building permit and a valid electrical service need date. Inspection of SMUD's required civil improvements cannot begin without these items nor until the meeting has been held. To schedule your appointment, please call (916) 732-5990.

Please retain these requirements for your information.

Sincerely,

KEITH BRENK  
Engineering Designer  
Design and Construction Services  
Grid Assets  
(916) 732-7339



June 5, 2023

SACRAMENTO CITY UNIFIED SCHOOL
ATTENTION: DANNY MCKEVITT
425 1ST AVE
SACRAMENTO CA 95818

Notification # 32228966

SUBJECT: CONVEYANCE OF ELECTRIC DISTRIBUTION FACILITIES

In response to your request for service at 4501 MARTIN LUTHER KING JR. BL, the Sacramento Municipal Utility District (SMUD) proposes to install electrical facilities (cable, transformers, switchgear) within or upon certain underground electric distribution facilities (conduits, boxes, pads) to be installed by the property owner as shown on the attached drawing.

SMUD required facilities are to be installed in accordance with its rules and regulations. Conveyance of the owner provided electric distribution facilities will be made to SMUD upon inspection approval.

Standard District Procedure is to obtain this conveyance after SMUD inspectors have approved the owner's installation of the facilities which can sometimes result in delays in providing service. In order to avoid delays SMUD will accept conveyance of these facilities prior to the owner's installation and SMUD inspection approval, provided the legal property owner(s) agree:

- A. To install SMUD required electric distribution facilities, with above ground appurtenances as described below and in the attached drawing. Such installation will be in accordance with SMUD Rules, Regulations, and Electric Service Requirements.
B. To grant title to the installed facilities to SMUD.
C. To ensure integrity and accuracy of facilities (conduits, boxes, pads, etc.) for one year upon system being completed and energized.

Those electric distribution facilities conveyed to SMUD consist of:\*

Table with 2 columns: Quantity and Description. Rows include: Ft. - 2" Conduit, Ft. - 3" Conduit, 1040 Ft. - 4" Conduit, Ft. - 5" Conduit, Ft. - 6" Conduit, 1 Each Transformer Pad(s), 1 Each Primary Pull Box(es), Each Secondary J - Box(es), Each Service Box(es), Each Switchgear Pad(s).

\*Conduit footages are approximate.





Please indicate your acceptance by signing in the space provided and returning this letter to SMUD Distribution Line Design, Grid Assets, 4401 Bradshaw Rd., MS EA105, Sacramento, CA 95827-3834.

I, \_\_\_\_\_, owner and grantor agree to the terms and conditions stated above and hereby grant, bargain, and convey to SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, Grantee, its successors and assigns, free and clear of all liens and encumbrances, those certain underground electric distribution facilities, with any above ground appurtenances described above and in the attached drawing, now installed or to be installed on or adjacent to grantor's premises in the County of Sacramento, State of California.

\_\_\_\_\_  
Owner Name Signature

\_\_\_\_\_  
Owner Name Print

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone:

Date: \_\_\_\_\_

Designer Name: KEITH BRENK

Notification #: **32228966**

No fee for recordation  
Govt. Code Sec 6103  
RECORD AT REQUEST OF AND RETURN TO:  
Sacramento Municipal Utility District  
Attention: Real Estate Services MS B209  
PO Box 15830  
Sacramento, CA 95852-1830  
NO COUNTY TRANSFER TAX DUE  
PER R & T Code 11922  
SMUD BY:

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

A.P.N. Ptn

R/W \*  
SO \*

## SAMPLE TEMPLATE

### GRANT OF EASEMENT

**\*, Grantor(s), is the owner of record of that certain real property located in Sacramento County, California, designated by the above referenced Assessor's Parcel Number and more fully described as follows:**

\*

**Grantor(s) hereby grant(s) to SACRAMENTO MUNICIPAL UTILITY DISTRICT (SMUD), a municipal utility district, Grantee, and its successors and assigns, the right from time to time to construct, place, inspect, remove, replace, maintain and use electrical and communication facilities consisting of underground conduits, wires and cables, with associated, above-ground or below-ground transformers, transformer pads, pedestals, service equipment, terminals, splicing, switching and pull boxes, switch and fuse cubicles, cubicle pads, risers, poles, and all other necessary fixtures and appurtenances (Facilities), within the following Easement Area described in EXHIBIT A attached hereto and made a part hereof.**

Said right includes the trimming and removal by Grantee of any trees or foliage along the Easement Area considered necessary for the complete enjoyment thereof and the right of ingress to and egress from said Easement Area for the purpose of exercising and performing all rights and privileges granted herein. In addition, the Easement Area shall be kept clear of any building or other structure and Grantor will not drill or operate any well within the Easement Area.

Grantor understands and acknowledges that the Facilities will be installed within the Easement Area based on Grantee's design and actual site conditions. Upon completion of the installation, SMUD shall obtain a survey by a licensed land surveyor setting forth a legal description of the area actually occupied by the Facilities and required for complete enjoyment of the rights granted herein. SMUD will, within a reasonable period of time, record a Notice of Final Description of Easement Area referencing this document and setting forth the legal description of the surveyed area, which will thereupon become the Easement Area. Upon recordation of the Notice of Final Description, the scope of the easement granted by this document shall be limited to the property described in the Notice of Final Description plus the rights of ingress and egress.

Dated: \_\_\_\_\_

\*Signature Block\* \_\_\_\_\_

## **EXHIBIT A**

The centerline of the 5 foot Easement Area shall be coincidental with the centerline of the said Facilities constructed in, on, over, under, across and along the Grantor(s) property. Additionally, the Easement Area will include the area occupied by the SMUD Facilities and appurtenances.

## ADDRESSING GUIDELINES FOR MULTI-UNIT BUILDINGS

An efficient method of addressing new buildings in the Sacramento area has been mutually agreed on by Fire, Police, Postal Service, Public Works, and utility companies. The advent of automated mail processing and computer controlled emergency services (911 System) has made it critical that proper addressing be emphasized. This is a guide for developers, managers and owners to use when addressing a new project.

Multiple buildings in same complex:

- One street address for entire complex

Each unit has a separate unique numeric address – no duplicates.

Example: 1000 Main St Units 1 – 96

Note: This is the method preferred by the Sacramento County Sheriff's Department.

or

- A separate street address for each building in complex

Each unit has a separate unique numeric address – no duplicates within the complex.

Example: 1000 Main St Units 1 – 16  
1002 Main St Units 17 – 32  
1004 Main St Units 33 – 48, etc.

(Note: Unit numbers increase as street numbers increase.)

or

Unit numbering repeats, but is not duplicated within each street address.  
(Least Preferred)

Example: 1000 Main St Units 1 – 16  
1002 Main St Units 1 – 16  
1004 Main St Units 1 – 16, etc.

For two-story buildings, use odd numbers downstairs, and even numbers upstairs.

For multi-story buildings, use sequential numbering for each floor.

Example: 1st floor 100 – 199  
2nd floor 200 – 299  
3rd floor 300 – 399, etc.

Do not do this:

- One street address for entire complex with
  - Buildings numbered or lettered
  - Unit numbers or letters duplicated

Example:        1000 Main St Bldg A or 1    Units 1 – 16  
                     Bldg B or 2    Units 1 – 16  
                     Bldg C or 3    Units 1 – 16

(1000 Main St #A1 – A16)

1000 Main St Bldg 1 or A    Units A – H  
                     Bldg 2 or B    Units A – H  
                     Bldg 3 or C    Units A – H

(1000 Main St #1-A – 1-H)

- A separate street address for each building in complex
  - Units lettered rather than numbered

Example:        1000 Main St A – H  
                     1002 Main St A – H  
                     1004 Main St A – H

Alpha's are not acceptable (i.e.: A, B, C, D, etc).

Hyphens are not acceptable (i.e.: 1-3, 1-A).

Alpha-numeric combinations are not acceptable.

Do not duplicate.

Your cooperation in adopting the preferred addressing is appreciated.

Prior to final internal addressing, all builders or their architects should contact:

Address Management Systems  
United States Postal Service  
3775 Industrial Blvd  
West Sacramento CA 95799-0043

Phone:        916-373-8055

RECORD AT REQUEST OF AND RETURN TO:  
Sacramento Municipal Utility District  
Attention: Real Estate Services – B 209  
P. O. Box 15830  
Sacramento, CA 95852-1830

No Fee Document – Per Govt. Code Sec. 6103 & 27383  
No County Transfer Tax Per R & T Code 11922

SMUD BY: gh ARWS

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

APN: 020-0220-004-0000

R/W U-2023/145  
SO 30186405

### GRANT OF EASEMENT

Sacramento City Unified School District, Grantor, is the owner of record of that certain real property located in Sacramento County, California, designated by the above referenced Assessor's Parcel Number and more fully described as follows:

*As described in that certain GRANT DEED, dated April 24, 1950, recorded in the office of the Recorder of Sacramento County on November 14, 1950, in Book 1943 of Official Records at Page 448.*

Grantor hereby grants to SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, Grantee, and its successors and assigns, the right from time to time to construct, place, inspect, remove, replace, maintain and use electrical and communication facilities consisting of underground conduits, wires and cables, with associated, above-ground or below-ground transformers, transformer pads, pedestals, service equipment, terminals, splicing, switching and pull boxes, switch and fuse cubicles, cubicle pads, and all other necessary fixtures and appurtenances (Facilities), within the following Easement Area described in EXHIBIT A attached hereto and made a part hereof.

Said right includes the trimming and removal by Grantee of any trees or foliage along the Easement Area considered necessary for the complete enjoyment thereof and the right of ingress to and egress from said Easement Area for the purpose of exercising and performing all rights and privileges granted herein. In addition, the Easement Area shall be kept clear of any building or other structure and Grantor will not drill or operate any well within the Easement Area.

Grantor understands and acknowledges that the Facilities will be installed within the Easement Area based on Grantee's design and actual site conditions. Upon completion of the installation, Grantee shall obtain a survey by a licensed land surveyor setting forth a legal description of the area actually occupied by the Facilities and required for complete enjoyment of the rights granted herein. Grantee will, within a reasonable period of time, record a Notice of Final Description of Easement Area referencing this document and setting forth the legal description of the surveyed area, which will thereupon become the Easement Area. Upon recordation of the Notice of Final Description, the scope of the easement granted by this document shall be limited to the property described in the Notice of Final Description plus the rights of ingress and egress.

Dated: \_\_\_\_\_

Grantor: Sacramento City Unified School District

BY: \_\_\_\_\_

Print Name: \_\_\_\_\_

Its: \_\_\_\_\_

DEVELOPER IS RESPONSIBLE FOR THE FOLLOWING:

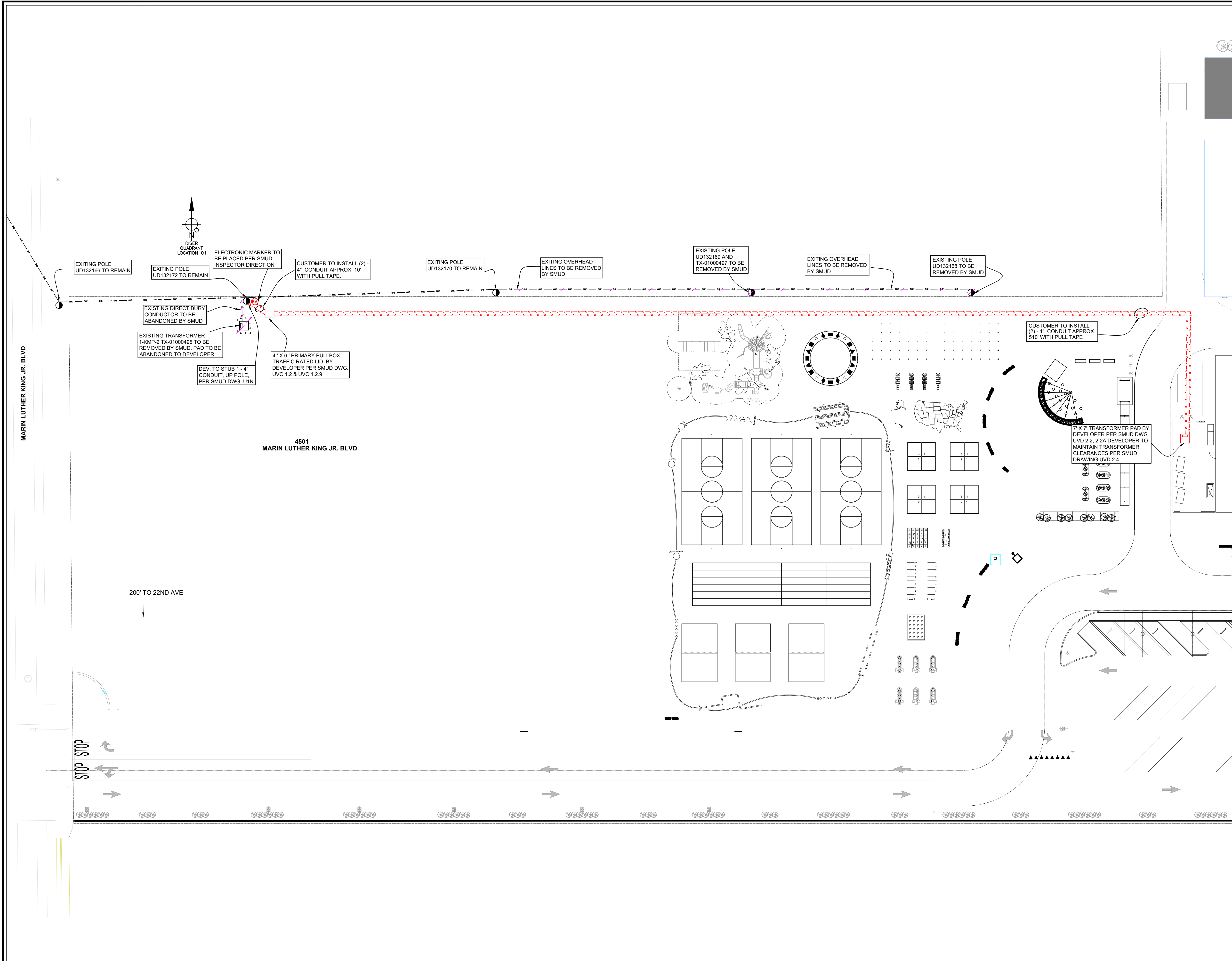
1. Call U. S. A. at 811 prior to digging.
2. All metering and switchgear design and placement must be submitted and approved by SMUD's Field Metering prior to installation. Please submit metering and switchgear designs to SMUD at [metershops@smud.org](mailto:metershops@smud.org), mail to: Sacramento Municipal Utility District, Attention: Field Metering, Mail Stop EB 102, 4401 Bradshaw Road, Sacramento, CA 95827-3834 or contact them at (916) 732-5167.
3. All metering equipment shall be located on the outside of the building. The metering equipment is NOT ALLOWED to be located inside the building. Metering equipment shall include: metering sections, current and potential transformer sections, pull sections, and the main disconnect. Any questions regarding deviation of this requirement, please contact Field Metering @ (916) 732-5167. For meter room requirements and specifications, see SMUD Electric Service Requirements Booklet, **Commercial Industrial Engineering Specification T004**.
4. For multi-meter installations that are fed by a transformer larger than 150KVA and secondary voltage of 277/480V, a shutdown will be required for each meter installation. Developers have an option to reduce the number of shutdowns for each subsequent meter install by installing switchgear with a lockable main breaker panel which cannot be removed with the breaker in the open position. Any questions regarding this requirement please contact Field Metering at (916) 732-5167.
5. SMUD equipment shall be accessible to a 26,000 pound SMUD service vehicle in all weather. SMUD equipment shall be no further than 15 feet from a drivable surface. The drivable surface shall have a minimum width of 20 feet.
6. No obstructions are permitted and level terrain is required around all operable SMUD equipment doors (Transformers, Cubicles, T-Taps, etc.). No planting of trees within eight (8) feet of all sides of any operable SMUD equipment. For equipment clearances and specifications see SMUD Electric Service Requirements Booklet, **Distribution Underground Structure Engineering Specification T007**. See Appendix B for material manufacturers.
7. Buildings shall not overhang SMUD equipment/easements unless approved in writing by a SMUD Designer.
8. Joint trench to be a maximum 59' deep and remain minimum of 5 feet from footings of any building or structure. All conduit(s) to be inspected by SMUD inspector prior to backfilling and pouring concrete. Conduit(s) to be PVC-DB 120 grade or better. SMUD approved pull tape required. All elbows to be schedule 40 or better. Concrete encasement may be required. See Electric Service Requirements booklet, **Distribution Underground Structure Engineering Specification T007** and SMUD commitment sketch.
9. Maximum number of utility conduits allowed to rise on a pole is three. Please review utility conduit risers with SMUD Inspector prior to placement of conduits on poles.
10. An on-site pre-construction meeting with a SMUD inspector is mandatory 48 hours in advance of construction. Copies of the local agency building permit will be required prior to scheduling pre-construction meetings with SMUD inspectors for non-residential developments. To schedule your appointment, please call (916) 732-5990.
11. Only those electrical conduits intended for electric service shall be placed under a SMUD transformer pad. The placement of other conduits or structures foreign to the electric service must be approved in writing by a SMUD Designer.
12. Customer service runs are per local agency codes and inspected and approved by the local inspection agency. Customer is responsible for and will be required to provide SMUD approved connectors and compression tooling for any non-standard SMUD secondary conductors. Please contact SMUD's Designer when necessary.
13. A grant of right-of-way to SMUD may be required for conduit runs, vaults, transformer pads, etc. prior to any SMUD construction.
14. Any street light required by the City or County must be coordinated with SMUD.
15. Service voltage will be **277/480 volts, THREE phase, 4 wire, WYE**. Street light service voltage will be the same.
16. Any deviation from this commitment must be approved by a SMUD Designer or SMUD Inspector prior to installation of underground facilities.
17. PLEASE NOTE: It is the responsibility of the developer to install all infrastructure as shown per SMUD commitment drawing as SMUD does not review or approve developer composite drawings.
18. PLEASE NOTE: SMUD commitments are valid for twelve (12) months. SMUD reserves the right to revise SMUD commitments after this period. A new SMUD commitment will normally be required unless a customer has requested and received written approval for a longer period of time from a SMUD Designer.

ORDER # 30186405

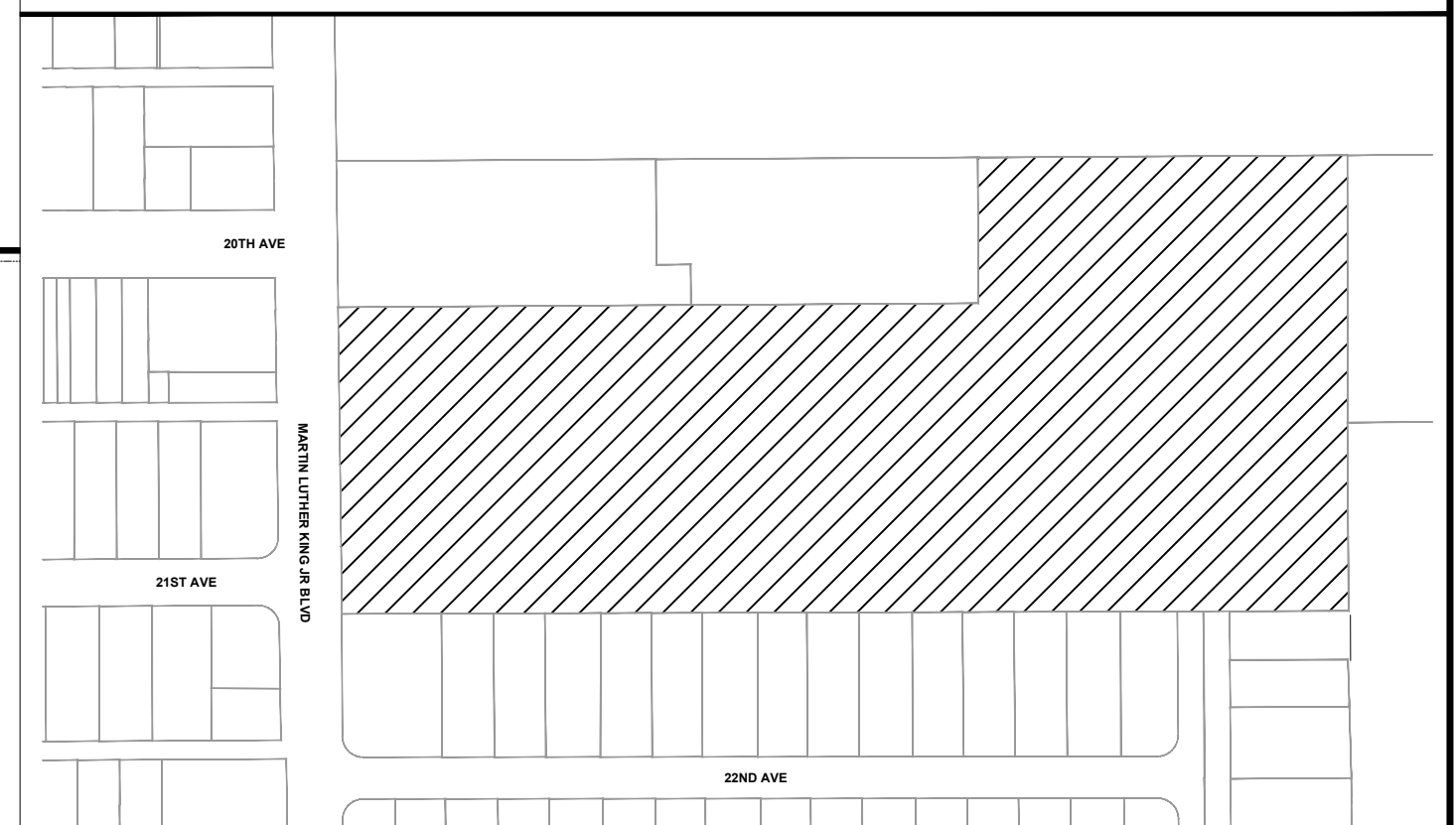
SMUD DESIGNER: KEITH BRENK

TELEPHONE: (916) 732-7339

DATE: 6/22/2023



VICINITY MAP



Know what's below.  
Call before you dig.  
or (800) 227-2600

NOTE: UNDERGROUND FACILITIES WILL BE INSTALLED PER SMUD'S STANDARD ENTITLED "ELECTRIC SERVICE REQUIREMENTS DISTRIBUTION UNDERGROUND STRUCTURE" ENGINEERING SPECIFICATION T007. SMUD INSPECTOR'S APPROVAL OF THE EXACT LOCATION AND CONFIGURATION OF ELECTRIC DISTRIBUTION FACILITIES IS REQUIRED BEFORE THE START OF TRENCHING. SEE SMUD NOTE #10 FOR MORE INFORMATION.

TB# 317G3

DESIGNER: KEITH BRENK	JOB NAME: R16 - OAK RIDGE ELEMENTARY SCHOOL
PHONE: (916) 732-7339	LOCATION: 4501 MARTIN LUTHER KING JR. BL
DATE: 6/22/2023	TYPE OF DRAWING: COMMITMENT
MAP NUMBER: 316/152	JOB NUMBER: 30186405/32228966
REV. 0	SHEET 1 OF 1

# CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

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 CALIFORNIA }

COUNTY OF \_\_\_\_\_ }

On \_\_\_\_\_ before me, \_\_\_\_\_, Notary Public  
Date (here insert name and title of the officer)

personally appeared \_\_\_\_\_,

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.

\_\_\_\_\_  
Notary Public

This is to certify that SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, hereby accepts for public purposes the interest in real property conveyed by the foregoing deed or grant and consents to the recordation thereof. The undersigned officer is authorized to execute this acceptance and consent pursuant to authority conferred by Resolution No. 89-6-11, adopted by said District's Board of Directors on June 20, 1989.

\_\_\_\_\_  
Blandon Granger, Supervisor  
Real Estate Services

\_\_\_\_\_  
Date





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1a

**Meeting Date:** September 5, 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. Recommended Bid Awards – Youth Development
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>GEORGE WASHINGTON CARVER</u></b>		
City of Rancho Cordova A24-00112-REV	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$58,300 No Match
Period: 10/1/23 - 9/30/25 Description: George Washington Carver Summer Bridge and College Preparatory program between City of Rancho Cordova and SCUSD.		

<b><u>CURRICULUM AND INSTRUCTION DEPARTMENT</u></b>		
Teachers College of San Joaquin A24-00150	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$0 No Match
Period: 7/1/24 – 6/30/26 Description: Co-Sponsor Agreement for Impact Intern Credential Program. Forming a partnership with the employing agency that hires interns as the teacher of record in employing agency schools.		

<b><u>SPECIAL EDUCATION DEPARTMENT</u></b>		
State Controller’s Office A24-00153	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$373,275 No Match
Period: 7/1/23 – 6/30/24 Description: Special Education 2023-2024 Workability Final Expenditure Report to receive grant.		

<b><u>CHARLES A. JONES SKILLS CENTER DEPARTMENT</u></b>		
SETA A24-00016-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$320,130 No Match
Period: 7/1/24 – 6/30/25 Description: SETA has extended subgrant for the 2024-2025 Workforce Innovation and Opportunity Act (WIOA); Modification Year 2/One.		

<b><u>CURRICULUM AND INSTRUCTION DEPARTMENT</u></b>		
County of Sacramento, Mental Health A24-00155	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$30,000 No Match
Period: 7/1/24 – 6/30/25 Description: Cost Reimbursement Agreement for mental health curriculum for High School students; County of Sacramento Board Resolution No. 2024-054.		

<b><u>SPECIAL EDUCATION DEPARTMENT</u></b>		
Sutter County Superintendent of Schools A24-00116	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Fee equivalent to 12% of the SMAA RMTS quarterly invoices
Ratification requested Period: 7/1/24 – 6/30/25 Description: Medi-Cal Administrative, Department of Health Care Services, Region 3.		

**COLLEGE AND CAREER READINESS DEPARTMENT**

California College Guidance Initiative	<input checked="" type="checkbox"/> Yes	\$0
A24-00152	<input type="checkbox"/> No	No Match

Period: 7/1/24 – 6/30/25 Description: Agreement No. 00008906; K-12 Data Sharing and Services Partnership Agreement the Foundation for California Community Colleges and Sacramento City USD.

**CURRICULUM AND INSTRUCTION DEPARTMENT**

United States University	<input checked="" type="checkbox"/> Yes	\$500 per teacher
A24-00158	<input type="checkbox"/> No	No Match

Period: 4/2/24– 4/2/29 Description: Provide teaching experience through student teaching in schools and classes of the school in terms of semester units for students who possess a valid Certificate of clearance and are assigned by the University to Student Teaching in schools or classes of the School.

**STUDENT HEARING AND PLACEMENT DEPARTMENT**

SCOE	<input checked="" type="checkbox"/> Yes	\$17,885
A24-00157	<input type="checkbox"/> No	No Match

Period: 7/1/23– 6/30/24 Description: Provide at the District's site the *Student Mental Health Wellness Education and Training Bullying Prevention Program (BPP)* collaboratively developed by SCOE and the Sacramento County Department of Health and Human Services Division of Behavioral Health Services.

**STUDENT SUPPORT AND HEALTH DEPARTMENT**

Sacramento County Public Health	<input type="checkbox"/> Yes	\$0
A24-00127	<input checked="" type="checkbox"/> No	No Match

Period: 10/17/23– 6/30/25 (ratification) Description: Provide mobile program services including: Testing and treatment for STIs including HIV; pregnancy testing; birth control; risk reduction counseling and supplies; assisting teacher with state mandated sexual health education per the California Healthy Youth Act at Hiram Johnson High School.

**YOUTH DEVELOPMENT DEPARTMENT**

California Department of Education	<input type="checkbox"/> Yes	\$682,109.97
A23-00066-1	<input checked="" type="checkbox"/> No	No Match

Period: 7/1/23 – 9/30/24 Description: Amendment No. 1. Elementary and Secondary School Emergency Relief (ESSER) III Summer R-1 Grant Program to use utilize the remaining ESSER allotment.

**HEALTH PROFESSIONS HIGH SCHOOL**

UC of California, Regents	<input checked="" type="checkbox"/> Yes	\$0
A24-00146	<input type="checkbox"/> No	No Match

Period: 9/1/24 – 6/30/25 Description: Provide civic engagement and experiential learning opportunities to enrolled undergraduates through courses and practical experiences in K-12 education, Climate Action and Food Insecurity focus areas on California Volunteers #CaliforniasForAll.

<b><u>COLLEGE AND CAREER READINESS DEPARTMENT</u></b>		
California Department of Education A24-00162	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$100,000 No Match
Period: 7/1/24 – 6/30/27 Description: College and Career Access Pathways Grant at New Technology High School.		

<b><u>COLLEGE AND CAREER READINESS DEPARTMENT</u></b>		
California Department of Education A24-00163	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$250,000 No Match
Period: 7/1/24 – 6/30/27 Description: Middle College and Early College Grant at New Technology High School.		

## **EXPENDITURE AND OTHER AGREEMENTS**

### **Restricted Funds**

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
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#### **SPECIAL EDUCATION DEPARTMENT**

Nonpublic School Providers	7/1/24 – 6/30/25: Approve Master Contracts with the following Non-Public Schools and Agencies for the 2024-2025 school year. Non-Public School services include basic education, related services, and room and board/mental health services for students in day treatment programs/residential placements. When the District is not able to provide services via District employees, the use of contract agencies is necessary to ensure that we comply with state and federal law that govern special education.	\$14,914,242 Special Education Funds
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New Contract:

- Yes  
 No

Non-Public School Contracts:

S25-00008	Aldar Academy	\$1,304,833
S25-00001	Capitol Academy	\$955,835
S25-00002	Capitol Elementary Inc.	\$513,884
S25-00003	CCHAT Center	\$124,260
S25-00048	Chartwell School	\$62,160
S25-00010	Kadiant LLC Land Park Campus	\$3,265,443
S25-00005	Northern California Preparatory School	\$512,699
S25-00007	Odyssey Learning Center	\$713,100
S25-00004	Opportunity Acres	\$241,818
S25-00036	Point Quest Education Inc.	\$3,571,601
S25-00033	Sierra Foothills Academy	\$164,478
S25-00009	Specialized Education of CA	\$3,484,131

## **RECOMMENDED BID AWARDS – YOUTH DEVELOPMENT**

Bid No. 24-0731 Expanded Learning Programs  
Bids Received: 5:00 pm, July 26, 2024  
Recommendation: Award to add vendors to the Expanded Learning Programs Pool  
Amount/Funding: Expanded Learning

<b>BIDDER</b>	<b>BIDDER LOCATION</b>
---------------	------------------------

Edventure More (EDMO)	San Leandro CA
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Nu Art Education, Inc. dba NorCal Arts	Sacramento CA
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Work ED	Fresno CA
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## **RECOMMENDED BID AWARDS – FACILITIES PROJECTS**

**Bid No:** 0525-442 John F. Kennedy Swimming Pool Upgrades  
**Bids received:** 2:00 pm, July 31, 2024  
**Recommendation:** Award to Skanska USA Building Inc.  
**Funding Source:** Measure H Funds

BIDDER	BIDDER LOCATION	AMOUNT
Skanska USA Building Inc.	San Francisco, CA	\$3,349,962
Tricon Construction Inc. dba Tricon Aquatics	Rancho Cordova, CA	\$3,761,255
Rodan Builders	Hayward, CA	\$3,895,000

## **CHANGE NOTICES – FACILITIES PROJECTS**

The following change notice is submitted for approval.

**Project:** **Albert Einstein Core Academic Renovation**

**Recommendation:** Nacht and Lewis Architects was awarded architectural services at the June 9, 2022 Board of Education Meeting; Measure Q Funds. Project consists of a modernization, which included: Painting campus inside and outside; replace window coverings; replace roofing; improve exterior lighting; replace flooring; solar carports to demonstrate SCUSDs commitment to sustainability; upgrade clock/bell system.

Original Contract Amount: \$668,813; Measure Q Funds

Approve Amendment No. 1 \$260,525; Measure Q Funds. District is requesting additional architectural services to increase the project scope: kitchen, lockers and site work. Additional scope was added during DSA review and DSA is requiring a separate DSA application package.

New Contract Amount: \$929,338; Measure Q Funds

**Project: John Cabrillo Telecenter Upgrade**

Recommendation: Vanden Bos Electric was awarded construction services at the September 7, 2023 Board of Education Meeting; Measure Q Funds. Project consists of replacing clocks, bell and intercom system throughout the campus.

Original Contract Amount: \$326,480; Measure Q Funds

Approve Change Order No. 1 <\$21,861>; Measure Q Funds for Owner's Unused Allowance.

New Contract Amount: \$304,619; Measure Q Funds

**Project: Ethel Phillips Telecenter Upgrade**

Recommendation: Vanden Bos Electric was awarded construction services at the August 17, 2023 Board of Education Meeting; Measure Q Funds. Project consists of replacing clocks, bell and intercom system throughout the campus.

Original Contract Amount: \$288,860; Measure Q Funds

Approve Change Order No. 1 <\$10,483>; Measure Q Funds for Owner's Unused Allowance.

New Contract Amount: \$278,377; Measure Q Funds

**Project: Hollywood Park Telecenter Upgrade**

Recommendation: Vanden Bos Electric was awarded construction services at the September 7, 2023 Board of Education Meeting; Measure Q Funds. Project consists of replacing clocks, bell and intercom system throughout the campus.

Original Contract Amount: \$288,860; Measure Q Funds

Approve Change Order No. 1 <\$25,851>; Measure Q Funds for Owner's Unused Allowance.

New Contract Amount: \$263,009; Measure Q Funds

**Project: Camellia Telecenter Upgrade**

Recommendation: Vanden Bos Electric was awarded construction services at the August 17, 2023 Board of Education Meeting; Measure Q Funds. Project consists of replacing clocks, bell and intercom system throughout the campus.

Original Contract Amount: \$311,960; Measure Q Funds

Approve Change Order No. 1 <\$27,362>; Measure Q Funds for Owner's Unused Allowance.

New Contract Amount: \$284,598; Measure Q 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

Approve Amendment No. 1 \$608,000; Measure H Funds for fee reconciliation at the end of Schematic Design Phase.

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

**Project: Isador Cohen ES/Rosemont HS Security Improvements Group 1**

Recommendation: Joe's Landscaping and Concrete was awarded construction services at the September 7, 2023 Board of Education Meeting; Measure H Funds. Project consists of removal and replacement of existing fences and gates with new ornamental iron and/or chain link fence/gates; minor landscaping, minor concrete flatwork and low voltage security.

Original Contract Amount: \$1,082,680; Measure H Funds

Approve Change Order No. 1 <93,233>; Measure H Funds for Unused Owners Allowance.

New Contract Amount: \$989,447; Measure H Funds

**Project: C.K. McClatchy, Fern Bacon MS, Matsuyama ES, Parkway ES, Rosa Parks K-8, Sutterville ES Security Improvements Group 2**

Recommendation: Joe's Landscaping and Concrete was awarded construction services at the September 7, 2023 Board of Education Meeting; Measure H Funds. Project consists of removal and replacement of existing fences and gates with new ornamental iron and/or chain link fence/gates; minor landscaping, minor concrete flatwork and low voltage security.

Original Contract Amount: \$2,800,574; Measure H Funds

Approve Change Order No. 1 <98,282>; Measure H Funds for Unused Owners Allowance.

New Contract Amount: \$2,702,292; Measure H Funds

**CONTRACT NO.: 2024-10**

AGREEMENT BETWEEN CITY OF RANCHO CORDOVA  
AND SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
FOR USE OF CITY FUNDS

This Agreement is made by and between the City of Rancho Cordova, a California municipal corporation (“City”), and Sacramento City Unified School District, a California K-12 public school district (“Provider”) (each may herein be referred to as a “Party” or collectively as “Parties”) as of June 1, 2024.

Whereas, City has allocated City funds to Provider for the purpose of funding its Carver Summer Bridge, Leadership, and College Preparatory program, which will benefit the City of Rancho Cordova and its residents by providing Rancho Cordova students with enhanced educational programming focused on college preparation and make-up or advanced classroom learning; and

City and Provider agree as follows:

1. Programs and Services. Provider will provide the services described in Exhibit A, entitled “Scope of Services.”
2. Term. The term (the “Term”) of this Agreement shall be as set forth in Exhibit A.
3. Funding and Use of Funds. City has allocated funds to Provider in the amount of Twenty-Nine Thousand One Hundred Fifty Dollars (\$58,300). The funds shall be disbursed to the Provider as set forth in Exhibit A and shall be used by Provider solely for the purposes, and subject to the terms, set forth in Exhibit A.
  - a. Failure to use the funds for the purposes described in Exhibit A and pursuant to the terms of this Agreement shall be considered a material breach of this Agreement. Provider shall reimburse City for such funds and may be required to reimburse City for all funds allocated.
  - b. Minor changes in the use of funds may be approved in writing by the City Manager or his or her designee. “Minor” means a change of use for no more than thirty percent (30%) of the funds allocated to Provider, or a change which does not alter the core objectives of the service provided with the funds.
4. Unexpended Funds. If any funds advanced to Provider remain unexpended upon the expiration of the term of this Agreement, Provider shall return the unexpended funds to City within thirty (30) days of the expiration date of the Agreement.
5. Timeliness. Grantees will have sixty (60) days following the receipt of their grant funding Agreement to provide the required insurance documents and IRS Form W-9 to the City needed to execute the Agreement. This is being done to help mitigate delay of the project and/or the inability to complete the project during the proposed Term.



6. Maintenance and Use. [INTENTIONALLY OMITTED].

7. Documents, Reports and Records.

7.1 Record Retention. Provider shall always maintain a complete and current set of financial and statistical records of all its activities which shall clearly reflect the application and use of the funds received from City. All expenditures of the funds granted pursuant to this Agreement must be only for the items set forth in Exhibit A hereto and must be documented by receipts, cancelled checks, credit card statements, or other evidence acceptable to City, which clearly document the amount and purpose of the expenditure. Expenditures for which there is no documentation are not eligible for funding under this Agreement.

7.2 Inspection of Records. All records required to be retained pursuant to Section 7.1 shall be subject to inspection or audit by City at any reasonable time during the normal and usual business hours of Provider. Recognizing, however, that Provider may from time-to-time render services to recipients that are personal and confidential in nature, City will always maintain that confidentiality and will not require a public record to be made or provided that would serve to violate the confidentiality requirements of Provider. Any inspection or audit shall be made by City's Administrative Services Director, or a designee of the Administrative Services Director.

7.3 Required Reports. Provider shall file Exhibit B, "Report Of Use of City Funds," with the City on or before the dates set forth on Exhibit A. If payments of City funds are to be distributed in more than one installment, distribution of the second and any subsequent distributions will not be made until any required reports have been filed and approved by the City Manager or his or her designee. Provider shall file Exhibit C, "Outcomes Report," with City on or before the date set forth on Exhibit A. Provider shall file the Reports with the City as set forth in Section 14, Notices, below.

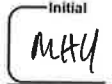
8. Non-Discrimination. Provider agrees that in the performance of this Agreement and in the provision of any services funded in whole or in part by the grant made by City to provider pursuant to this Agreement, Provider shall not discriminate against any employee, recipient of Provider's services, or any other person, on the basis of a person's race, religion, color, national origin, age, physical or mental handicap or disability, medical condition, marital status, gender, or sexual orientation. In the event that Provider is a religious organization, Provider shall also not condition receipt of any of the services funded by the grant made pursuant to this Agreement upon participation in any religious instruction or service.

9. Indemnification. Provider shall indemnify, defend with counsel selected by the City, and hold harmless the City and its officials, officers, employees, agents, and volunteers from and against any and all losses, liability, claims, suits, actions, damages, and causes of action arising out of any personal injury, bodily injury, loss of life, or damage to property, or any violation of any federal, state, or municipal law or ordinance, to the extent caused, in whole or in part, by the willful misconduct or negligent acts or omissions of Provider or its employees, subcontractors, volunteers, or agents, by acts for which they could be held strictly liable, or by the quality or character of their work. The foregoing obligation of Provider shall not apply

when (1) the injury, loss of life, damage to property, or violation of law arises wholly from the gross negligence or willful misconduct of the City or its officers, employees, agents, or volunteers; and (2) the actions of Provider or its employees, subcontractor, or agents have contributed in no part to the injury, loss of life, damage to property, or violation of law. It is understood that the duty of Provider to indemnify and hold harmless includes the duty to defend as set forth in Section 2778 of the California Civil Code. Acceptance by City of insurance certificates and endorsements required under this Agreement does not relieve Provider from liability under this indemnification and hold harmless clause. This indemnification and hold harmless clause shall apply to any damages or claims for damages whether such insurance policies shall have been determined to apply. By execution of this Agreement, Provider acknowledges and agrees to the provisions of this Section and that it is a material element of consideration.

10. **Insurance.** Provider shall comply with the insurance requirements contained in Exhibit D, "Insurance Requirements," and shall procure, at its own cost and expense all insurance coverages listed in Exhibit D before commencing services, projects, or programs with allocated City funds. Provider shall provide proof of such coverage, including certificates of insurance and endorsements, prior to receiving City funds.

11. **Attribution.** Provider shall include the Community Enhancement & Investment Fund logo and/or the following language in all printed materials or electronic communications promoting or describing the programs and services to be provided pursuant to this Agreement: "Supported in part by the Measure H Community Enhancement & Investment Fund from the City of Rancho Cordova." The logo or language shall be in proportional type size to the total area of the printed material. If the funds provided herein are used to build or install a structure or improvement to property or a building, including, but not limited to, building improvements, playground or sports facilities, or art installations, or is used to fund the purchase of a vehicle on which signage will be placed, Provider shall include the attribution noted above on a permanent sign located at the site of the project or the signage located on the vehicle.

<sup>Initial</sup>  
  
Initial **Provider hereby acknowledges and agrees to attribute funding of the project/program George Washington Carver School of Arts and Science Summer Bridge and College Prep program as described in paragraph 11.**

12. **Provider Not an Agent.** Except as City may specify in writing, Provider shall have no authority, express or implied, to act on behalf of City in any capacity whatsoever as an agent. Provider shall have no authority, express or implied, pursuant to this Agreement to bind City to any obligation whatsoever.

13. **No Implied Waiver of Breach.** The waiver of any breach of a specific provision of this Agreement does not constitute a waiver of any other breach of that term or any other term of this Agreement.

14. **Notices.** Any approval, document, or other notice which either party may desire to give to the other party under this Agreement must be made in writing and may be given by first class mail, postage prepaid, or reputable overnight delivery service or personal delivery

**CONTRACT NO.: 2024-10**

addressed to the party to whom the notice is directed as set forth below, or at any other address as that party may later designate:

City of Rancho Cordova: City of Rancho Cordova  
2729 Prospect Park Drive  
Rancho Cordova, California 95670  
Attn: City Manager

To Provider: Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

Any written notice, demand or communication shall be deemed received immediately if delivered by hand or upon the third day from the date it is postmarked if delivered by first class, registered or certified mail.

15. Interpretation. This Agreement will be performed entirely within California and shall be construed in accordance with the laws of the State of California and any action to enforce the terms of this Agreement must be brought in the court of competent jurisdiction for the County of Sacramento, State of California.

16. Attorneys' Fees. In the event any proceeding or action is brought in connection with the enforcement of this Agreement, the prevailing Party shall be entitled to recover reasonable attorneys' fees and costs, including those on appeal.

17. Amendments. The Parties may amend this agreement only by a writing signed by all Parties.

18. Integration. This Agreement, including Exhibits A, B, C, and D, attached hereto, and incorporated herein, represents the entire and integrated agreement between the Parties and supersedes all prior negotiations, representations, or agreements, either written or oral.

19. IRS Form W-9. Provider shall complete and submit Internal Revenue Form W-9 to the City before execution of this Agreement. The City's Administrative Services Director shall have the ability to waive this requirement.

**Signatures on the following page.**

**CONTRACT NO.: 2024-10**

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year first set forth above, which date shall be considered by the Parties to be the effective date of this Agreement.

CITY:

\_\_\_\_\_  
**Micah Runner**  
**City Manager**

Date: \_\_\_\_\_

PROVIDER:

Signed by:  
*Mary Hardin Young*  
\_\_\_\_\_  
618444E325E34E2...  
**Mary Hardin Young**  
**Deputy Superintendent**

Date: 08/13/2024

Attest:

\_\_\_\_\_  
**Stacy Leitner, CMC**  
**City Clerk**

Date: \_\_\_\_\_

Approved as to Form:

\_\_\_\_\_  
**Adam U. Lindgren, City Attorney**

EXHIBIT A  
SCOPE OF SERVICES

Address: 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824

Telephone: 916-643-9055

Email: [janea-marking@scusd.edu](mailto:janea-marking@scusd.edu)

Contact Person/Title: Janea Marking/ Chief Business and Operations Officer

Funding Allocation: \$58,300

Term: October 1, 2023 – September 30, 2025

1. Services to be Provided: During Academic Year 2023/2024 and 2024/2025 Provider shall host its Summer Bridge and College Prep program to help students reconnect to school, make up graduation credit, and prepare for the college application process. Provider shall host seminars and programs related to college attendance, job training, and/or credit recovery. Provider shall also provide two (2) individual college counseling sessions for each participating student and their parents/guardians. Provider will host individual mock interviews for each participating student. Additionally, Provider will enroll participating students in a SAT test date and provide a twenty-four (24) hour long SAT preparation course.

2. Units of Service to be Provided: see above.

3. Use of Funds: Provider may use the funds for the purposes and in the manner set forth below for each of the summer programs offered to students during the Summer Bridge programs offered in Academic Year 2023/2024 and 2024/2025. Provider may use the funds for any of the items listed below up to the maximum amount of that item, however the maximum amount of City funds provided for the items combined shall not exceed Fifty-Eight Thousand Three Hundred Dollars (\$58,300) for the duration of the Term of this Agreement. The amount of City funds provided under this Agreement during Fiscal Year 2023-2024 shall not exceed Twenty-Nine Thousand, One Hundred Fifty Dollars (\$29,150). The amount of City funds provided under this Agreement during Fiscal Year 2024-2025 shall not exceed Twenty-Nine Thousand, One Hundred Fifty Dollars (\$29,150). Twenty-Nine Thousand, One Hundred Fifty Dollars (\$29,150).

\$2,000 SAT preparation instruction, essay tutoring and college advising

\$5,000 Individual college advising, job training and credit recovery programs including but not limited to, one-on-one meetings with a college counselor or vocational trainer and preparation of supplemental coaching materials.

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\$4350	Transportation for college field trips to California State East Bay, art colleges in northern California, universities, and vocational programs as requested by student participants.
\$2,150	SAT registration fees
\$1500	Lunches on campus during college tours as well as college experience collateral including but not limited to lanyards, stickers, and/or t-shirts.
\$3,000	Summer Bridge program supplies including but not limited to SAT preparation/study guides, college planners, outreach and communication flyers/advertisements, branded water bottles and t-shirts, as well as miscellaneous office supplies (paper, pens, etc.).
\$8150	Summer leadership training program for students to engage in leadership experiences with student council peers and participate in the college experience.
\$3,000	Student workshops and classes focused on leadership, youth development, workforce skills and transitioning into adulthood.
\$29,150	Total

a. The amounts listed above are estimates of the expenditures and may vary. However, the amount may not vary by more than thirty percent (30%) (with City Manager approval) unless the Agreement is amended. In no event shall the City's total distribution of funds to Provider under the Agreement exceed the total allocation shown above.

b. Unexpended Funds. If any funds advanced to Provider remain unexpended upon the expiration of the term of this Agreement, Provider shall return the unexpended funds to City within thirty (30) days of the expiration date of the Agreement.

c. In the event that the costs to perform the items of work set forth herein exceed the amount of funds granted to Provider, Provider shall be responsible for the payment of all costs in excess of the funds granted.

d. Prevailing Wages. To the extent required by law, Provider and all of the Provider's subcontractors shall comply with California Health and Safety Code Section 33422.1 and shall comply with California Labor Code Section 1770 et seq. and all regulations adopted pursuant thereto (referred to herein as, "**Prevailing Wage Laws**"), and be responsible for carrying out the requirements of such provisions. The Provider shall, and hereby agrees to, unconditionally indemnify, reimburse, defend, protect and hold harmless the City and its elective and appointive boards, commissions, officers, agents, attorneys, consultants and employees, and all of their respective successors and assigns, from and against any and all claims, demands, suits and actions at law or in

equity, and losses, liabilities, expenses, penalties, fines, orders, judgments, injunctive or other relief, and costs and damages of every kind, nature and description (including but not limited to attorneys' fees and court costs; with counsel reasonably acceptable to the City), and administrative, enforcement or judicial proceedings, whether known or unknown, and which directly or indirectly, in whole or in part, are caused by, arise from, or relate to, or are alleged to be caused by, arise from, or relate to, the payment or requirement of payment of prevailing wages or the requirement of competitive bidding in the construction of the Project, the failure to comply with any state or federal labor laws, regulations or standards in connection with this Agreement, including but not limited to California Labor Code Section 1770 et seq. and the Prevailing Wage Laws, or any act or omission of the City or the Provider related to this Agreement with respect to the payment or requirement of payment of prevailing wages or the requirement of competitive bidding, whether or not any insurance policies shall have been determined to be applicable to any such claims, demands, suits, actions, losses, liabilities, expenses, penalties, fines, orders, judgments, injunctive or other relief, costs, damages, or administrative, enforcement or judicial proceedings. It is further agreed that the City does not, and shall not, waive any rights against the Provider which they may have by reason of this indemnity and hold harmless agreement because of the acceptance by the City, or the deposit with the City by the Provider, of any of the insurance policies described in this Agreement.

4. Eligibility Criteria for Qualification of Recipients for Services: Participants shall be students at George Washington Carver School of Arts and Science or live or attend school in Rancho Cordova. Provider shall keep documentation confirming eligibility requirements were met by recipients.

5. Allocation and Payment of Funds: City shall distribute the funds to Provider as follows: City shall pay the funds to Provider upon execution of this Agreement and Provider's submission of the required insurance documentation.

In the event that any Report for Use of City Funds and/or Outcomes Report which is due to be filed prior to the date upon which a distribution is otherwise due, has not been timely filed, City shall not be obligated to make any additional distributions based on the submission of invoices until two weeks after the date on which the delinquent reports are received by City and have been reviewed and been determined to comply with the requirements of this Agreement.

All requests for the payment of funds shall be due to City by the termination date of this Agreement. The City acknowledges, however, that there may be circumstances when Provider may be unable to do so because it may not yet have received an invoice from a vendor prior to that date. In that case Provider may submit a final request for payment within sixty (60) days after the termination date of the Agreement. City shall not be required to make any payments based on requests submitted more than sixty (60) days after the termination date.

Initial  
MAY  
Initial

**Provider hereby acknowledges and agrees to the conditions of allocation and payment of funds as described in paragraph 5.**

**CONTRACT NO.: 2024-10**

6. Reports: Provider shall file the following reports (each a “**Report**” and collectively the “**Reports**”) with City on the dates set forth below:

6.1 Report for Use of City Funds: September 30, 2024, and September 30, 2025. The Reports shall include copies of documentation for all expenditures of the funds granted pursuant to this Agreement. Such documentation may include receipts, cancelled checks, credit card statements, or other evidence acceptable to City, and must clearly document the amount and purpose of the expenditure. Expenditures which are not so documented are not eligible for funding under this Agreement. If all funds granted herein have been fully documented in the September of 2024 report, then the final Outcomes Report is not required to be submitted in September of 2025.

6.2 Outcomes Report: September 30, 2024, and September 30, 2025. The Reports shall describe the services and/or programs provided, number of participants or attendees, and include photographs. If all funds granted herein have been fully documented in the September of 2024 report, then the final Outcomes Report is not required to be submitted in September of 2025.

Initial  


**Provider hereby acknowledges and agrees to the reporting requirements set forth in paragraph 6.**

Initial



EXHIBIT B

REPORT FOR USE OF CITY FUNDS

Address: 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824

Telephone: 916-643-9055

Email: [janea-marking@scusd.edu](mailto:janea-marking@scusd.edu)

Contact Person/Title: Janea Marking/ Chief Business and Operations Officer

Report Due Date: September 30, 2024 and September 30, 2025

Report Accounting Period: October 1, 2023 – September 30, 2024 (Report 1) and October 1, 2024 – September 30, 2025 (Report 2)

City funds received during reporting period:

City funds expended during reporting period (please attach all receipts and proof of payments made using City funds): *[this should include a total and what it was spent on, including any line items, if applicable, and attach receipts or proof of expenditures]*

Units of service provided during this period (if applicable):

Units of service provided to City Residents during this period (if applicable):

The Reports shall include copies of documentation for all expenditures of the funds granted pursuant to this Agreement. Such documentation may include receipts, cancelled checks, credit card statements, or other evidence acceptable to City, and must clearly document the amount and purpose of the expenditure. Expenditures which are not so documented are not eligible for funding under this Agreement. If all funds granted herein have been fully documented in the September of 2024 report, then the final Outcomes Report is not required to be submitted in September of 2025.

EXHIBIT C  
OUTCOMES REPORT

Address: 5735 47<sup>th</sup> Avenue, Sacramento, CA 95824

Telephone: 916-643-9055

Email: [janea-marking@scusd.edu](mailto:janea-marking@scusd.edu)

Contact Person/Title: Janea Marking/ Chief Business and Operations Officer

Report Due Date: September 30, 2024 and September 30, 2025

Report Accounting Period: October 1, 2023 – September 30, 2024 (Report 1) and October 1, 2024 – September 30, 2025 (Report 2)

*[Provider should submit a narrative of any measurable outcomes achieved or goals met]*

The Reports shall describe the services and/or programs provided, number of participants or attendees, and include photographs. If all funds granted herein have been fully documented in the September of 2024 report, then the final Outcomes Report is not required to be submitted in September of 2025.

## EXHIBIT D

## INSURANCE REQUIREMENTS

Before beginning any work or expending any City allocated funds under this Agreement, Provider, at its own cost and expense, shall procure "occurrence coverage" insurance against claims for injuries to persons or damages to property that may arise from or in connection with the performance of the services hereunder by the Provider and its agents, representatives, employees, volunteers, and subcontractors. Provider shall provide proof satisfactory to City of such insurance that meets the requirements of this section and under forms of insurance satisfactory in all respects to the City. Provider shall maintain the insurance policies required by this section throughout the term of this Agreement. Verification of the required insurance shall be submitted and made part of this Agreement prior to execution.

City may approve reduced coverage amounts after review by the Administrative Services Director and City Attorney.

1. **Workers' Compensation.** Provider shall, at its sole cost and expense, maintain Statutory Workers' Compensation Insurance and Employer's Liability Insurance for any and all persons employed directly or indirectly by Provider. The Statutory Workers' Compensation Insurance and Employer's Liability Insurance shall be provided with limits of not less than ONE MILLION DOLLARS (\$1,000,000.00) per accident. In the alternative, Provider may rely on a self-insurance program to meet those requirements, but only if the program of self-insurance complies fully with the provisions of the California Labor Code. Determination of whether a self-insurance program meets the standards of the Labor Code shall be solely in the discretion of the Contract Administrator. The insurer, if insurance is provided, or the Provider, if a program of self-insurance is provided, shall waive all rights of subrogation against the City and its officers, officials, employees, and volunteers for loss arising from work performed under this Agreement.

Provider shall notify City within fourteen (14) days of notification from Provider's insurer if such coverage is suspended, voided, or reduced in coverage or in limits.

The requirement to maintain Statutory Workers' Compensation and Employer's Liability Insurance shall be waived by the City upon written verification that Provider does not have any employees.

2. **General/Commercial Liability Insurance.**

2.1 **General requirements.** Provider, at its own cost and expense, shall maintain commercial general liability or general liability insurance for the term of this Agreement in an amount not less than ONE MILLION DOLLARS (\$1,000,000.00). The commercial general liability or general liability insurance shall be per occurrence, combined single limit coverage for risks associated with the work contemplated by this Agreement. If a commercial general or general liability insurance form or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to the work to be performed under this Agreement

or the general aggregate limit shall be at least twice the required occurrence limit. Such coverage shall include but shall not be limited to, protection against claims arising from bodily and personal injury, including death resulting therefrom, and damage to property resulting from activities contemplated under this Agreement, including the use of owned and non-owned automobiles.

2.2 **Additional requirements.** Each of the following shall be included in the insurance coverage or added as an endorsement to the policy:

a. City and its officers, employees, agents, and volunteers shall be covered as additional insureds with respect to each of the following: liability arising out of activities performed by or on behalf of Provider, including the insured's general supervision of Provider; products and completed operations of Provider; premises owned, occupied, or used by Provider; and automobiles owned, leased, or used by the Provider. The coverage shall contain no special limitations on the scope of protection afforded to City or its officers, employees, agents, or volunteers.

b. The insurance shall cover on an occurrence or an accident basis, and not on a claims-made basis.

c. An endorsement must state that coverage is primary insurance with respect to the City and its officers, officials, employees, and volunteers, and that no insurance or self-insurance maintained by the City shall be called upon to contribute to a loss under the coverage.

d. Any failure of Provider to comply with reporting provisions of the policy shall not affect coverage provided to City and its officers, employees, agents, and volunteers.

e. [INTENTIONALLY OMITTED].

2.3 **Sexual Molestation and Abuse Coverage.** Any Provider using City funds to provide direct services to children shall maintain sexual molestation and abuse coverage in an amount no less than FIVE HUNDRED THOUSAND DOLLARS (\$500,000.00).

### 3. **Automobile Liability Insurance.**

3.1 **General requirements.** When applicable, Provider, at its own cost and expense, shall maintain automobile liability insurance for the term of this Agreement in an amount not less than ONE MILLION DOLLARS (\$1,000,000.00). The automobile liability insurance shall be per occurrence, combined single limit coverage for risks associated with the work contemplated by this Agreement. If an automobile liability form or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to the work to be performed under this Agreement or the general aggregate limit shall be at least twice the required occurrence limit. Such coverage shall include but shall not be limited to, protection against claims arising from bodily and personal injury, including death resulting therefrom, and

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damage to property resulting from activities contemplated under this Agreement, including the use of owned and non-owned automobiles.

**3.2 Minimum scope of coverage.** Automobile coverage shall be at least as broad as Insurance Services Office Automobile Liability form CA 0001 (most recent edition), Code 1 (any auto). No endorsement shall be attached limiting the coverage.

**3.3 Additional requirements.** Each of the following shall be included in the insurance coverage or added as an endorsement to the policy:

a. City and its officers, employees, agents, and volunteers shall be covered as additional insureds with respect to each of the following: liability arising out of activities performed by or on behalf of Provider, including the insured's general supervision of Provider; products and completed operations of Provider; premises owned, occupied, or used by Provider; and automobiles owned, leased, or used by the Provider. The coverage shall contain no special limitations on the scope of protection afforded to City or its officers, employees, agents, or volunteers.

b. The insurance shall cover on an occurrence or an accident basis, and not on a claims-made basis.

c. An endorsement must state that coverage is primary insurance with respect to the City and its officers, officials, employees, and volunteers, and that no insurance or self-insurance maintained by the City shall be called upon to contribute to a loss under the coverage.

d. Any failure of Provider to comply with reporting provisions of the policy shall not affect coverage provided to City and its officers, employees, agents, and volunteers.

#### **4. All Policies Requirements.**

**4.1 Verification of coverage.** Prior to beginning any work under this Agreement, Provider shall furnish City with certificates of insurance and with original endorsements effecting coverage required herein. The certificates and endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf. The City reserves the right to require complete, certified copies of all required insurance policies, at any time.

**4.2 Subcontractors.** Provider shall include all subcontractors as insureds under its policies or shall furnish separate certificates and endorsements for each subcontractor. All coverage for subcontractors shall be subject to all of the requirements stated herein.

**4.3 Deductibles and Self-Insured Retentions.** Provider shall disclose to and obtain the approval of City for the self-insured retentions and deductibles before beginning any of the services or work called for by any term of this Agreement.

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During the period covered by this Agreement, only upon the prior express written authorization of Contract Administrator, Provider may increase such deductibles or self-insured retentions with respect to City, its officers, employees, agents, and volunteers. The Contract Administrator may condition approval of an increase in deductible or self-insured retention levels with a requirement that Provider procure a bond, guaranteeing payment of losses and related investigations, claim administration, and defense expenses that is satisfactory in all respects to each of them.

4.4 **Waiver of Subrogation.** [INTENTIONALLY OMITTED].

4.5 **Notice of Reduction in Coverage.** In the event that any coverage required by this section is reduced, limited, or materially affected in any other manner, Provider shall provide written notice to City at Provider's earliest possible opportunity and in no case later than five (5) days after Provider is notified of the change in coverage.

5440515.2



**Co-Sponsor Agreement**

**IMPACT INTERN PROGRAM**

**2024-2026 Academic Years**

This agreement, by and between Teachers College of San Joaquin IMPACT Intern Credential Program, hereinafter referred to as "TCSJ" (aka Program Sponsor) and the employing agency is for the purpose of setting forth the operative conditions which will govern this partnership. TCSJ is a CA Commission on Teacher Credentialing (CCTC) approved university teacher preparation program and is forming a partnership with the employing agency that hires interns as the teacher of record in employing agency schools.

Enclosed is a co-sponsor agreement for the employing agency official to sign and return. When hiring an intern, a co-sponsor agreement between an employing agency and a CA Commission on Teacher Credentialing (CCTC) approved Program Sponsor must be in place to comply with CCTC requirements. The Teachers College of San Joaquin (TCSJ) is a division within the San Joaquin County Office of Education.

**TERM:**

The effective dates of this Co-Sponsorship Agreement are for the academic years July 1, 2024 - June 30, 2026. Either party may terminate this agreement by submitting written notice to the other party no later than 30 days prior to the start of the academic year.

**GENERAL PARTNERSHIP AGREEMENTS:**

1. Intern programs are the result of a partnership between the institution that prepares teachers (Program Sponsor) and the employer. The district or employing agency agrees that there is a need for teachers and that certificated employees will not be displaced when hiring interns.
2. The employing agency shall ensure that site administrators with employed interns are aware of the shared responsibilities set forth in this agreement.
3. The employing agency shall assign a representative (e.g., Assistant Superintendent or site Principal) to act as a contact person to the TCSJ IMPACT Intern Program.
4. The employing agency shall provide representation at Consortium meetings.
5. The employing agency ensures the intern candidate is a teacher of record in a minimum .5 FTE capacity fully aligned to credential being sought.
6. The employing agency acknowledges that Interns are not authorized to teach in departmentalized ELD settings.
7. The employing agency assigns the intern a class that ensures the presence of students with exceptionalities and English learners.
8. The employing agency shall ensure the intern has access to classroom technology that can be used for educational purposes.
9. The employing agency shall not place interns in an online-only setting unless public health guidance prohibits face to face instruction. In the event online instruction is mandated, the employing agency must provide access to the online classroom for the purposes of Supervision.



10. Intern assignments must enable the candidate to attend TCSJ classes on time (5:00pm start) and complete the requirements of the TCSJ IMPACT Intern Program.
11. To the extent possible, and in accordance with the educational agency bargaining unit guidelines, the educational agency agrees to assign minimal extra/co-curricular activities and/or provide early release to the intern.
12. The employing agency shall respond to requests for evaluation data as requested by the CCTC and TCSJ IMPACT Intern Program, including survey completion, demographic and/or retention information.
13. TCSJ understands that the educational record of the teacher candidate, employed by an educational agency, is protected by FERPA. As a result of the Co-Sponsor Agreement, the Employer is considered a school official with a legitimate educational interest in determining the professional responsibility of the teacher candidate. TCSJ agrees to protect the privacy of educational records, concerning any teacher candidate and will not transmit, share or disclose any such records without the teacher candidate's written consent, **except to other school officials who have a legitimate educational interest in the records. (34CFR§99.31)**
14. Interns who are admitted into the Teachers College of San Joaquin IMPACT Intern Credential Program must:
  - a) Be employed in a teaching assignment that is authorized by the standard credential being pursued (Mild Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Multiple Subject or Single Subject);
  - b) Complete TB testing and fingerprinting with the employing agency.
  - c) Be employed in a setting where video capture is permitted for candidate reflection and Teaching Performance Assessments (TPAs), required by CCTC.
  - d) Be employed at a site with a fully qualified site administrator.
  - e) Be employed as the teacher of record in a minimum .5 FTE capacity fully aligned to credential being sought.
  - f) Be employed in a face-to-face instructional setting with the same group of students on a daily or weekly basis as determined by the master schedule.
  - g) Be employed in a setting that will enable the candidate to demonstrate mastery of all Teaching Performance Expectations for the credential being sought.
  - h) Provide all documents required by the CCTC and TCSJ IMPACT Intern Program.
  - i) Be enrolled in the TCSJ IMPACT Intern Program.

**PEER SUPPORT/COACHING & MENTORING:**

Pursuant to California Education Code 44321, the supervision, mentoring and support of interns is the responsibility of both the Commission-approved teacher preparation program (Program Sponsor) and the employing agency.

**Prior to an intern assuming daily teaching responsibilities**, the employer must identify a peer coach/mentor. The peer coach/mentor may not be the intern's supervisor/evaluator and should be from the same site.





The combination of **employer-provided** support and mentoring, and program support and supervision (provided by TCSJ) to the intern must include the following:

1. A minimum of 144 hours of annual support/mentoring and supervision:
  - a. Support may include but is not limited to weekly course planning of curriculum and assessments, coaching within the classroom, and problem-solving regarding student issues.
  - b. A minimum of five hours per week of support/mentoring and guidance must be provided to an intern teacher by the employing agency.
  - c. The program sponsor will provide opportunities to fulfill a portion of the 144 hours of general support needed each year.
  - d. The program sponsor will provide the intern with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and TCSJ IMPACT Intern Program.
  - e. The intern will be responsible for documenting hours of support received.
2. An additional 45 hours of support/mentoring and supervision specific to meeting the needs of English learners shall be provided to an intern teacher unless the intern holds a CLAD, EL Authorization or has passed all sections of the CTEL Examination.
  - a. The employing agency must identify an employee who will be immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed.
  - b. The identified coach/mentor *may* be the same peer coach/mentor that is providing general support and supervision provided that the individual possesses an English learner authorization and will be immediately available to assist the intern teacher in working with English learners.
  - c. The program sponsor will provide opportunities to fulfill a portion of the 45 hours of support/mentoring and supervision specific to meeting the needs of English learners.
  - d. The program sponsor will provide the intern with procedures to document and monitor the CCTC required hours of mentoring and support from the employer and TCSJ IMPACT Intern Program.
3. The employing agency must ensure that the peer coach/mentor satisfies the following minimum qualifications:
  - a. Hold a valid corresponding Clear or Life credential in the content area he/she is supporting.
  - b. Possess EL Authorization if responsible for providing specified EL support.
  - c. Have three years of successful teaching experience.
  - d. Agree to complete 10 hours of initial orientation and subsequent ongoing support, provided by the program.
4. Sufficient resources are to be provided, including the identification of protected time for employer-provided peer coach/mentor to work with the intern **within** the school day.
5. The employer determines the terms of employment for the peer coach/mentor and additional personnel. It is at the discretion of the employer to determine if the peer coach/mentor and/or



additional personnel receive compensation and if so, compensation is the responsibility of the employer. The employer agrees to provide any substitute release time necessary to train the peer coach/mentor and for the peer coach to conduct observations if needed.

6. The employing agency shall honor the confidentiality between the intern and peer coach/mentor while monitoring the contact and effectiveness of the peer coach/mentor.
7. Issues regarding a peer coach/mentor will be addressed in a timely way, with a plan for intervention or reassignment, if necessary.
8. The employing agency agrees to allow, after parent permission is granted, the Support Supervisor to observe Education Specialist candidates during an IEP meeting, or failing that, to debrief with a participating educational agency administrator who was present at a recent IEP meeting conducted by the candidate.

#### **CTC REQUIREMENTS FOR EMPLOYING SCHOOLS:**

1. Per CTC requirements, school sites **servicing Education Specialist** intern candidates must:
  - a) Provide release time to Interns (**at least 1 day per semester**), enabling them to participate in supervised fieldwork in an experienced mentor's classroom in both general education and special education settings that reflect the full diversity of California public schools and continuum of placement options.
  - b) Demonstrate commitment to developmentally and culturally appropriate practices, including support for dual language learners with disabilities.
  - c) Engage in collaborative relationships with families.
  - d) Model inclusive practices for students with disabilities.
  - e) Participate in processes such as IEPs and student study teams.
  - f) Reflect the socioeconomic, linguistic, and cultural diversity of California's public-school population.
  - g) Utilize curriculum aligned to California's adopted standards and frameworks.
  - h) Permit video capture for candidate reflection, coursework, supervision and the CalTPA.
2. Per CTC requirements, school sites serving **General Education** intern candidates must:
  - a) Reflect the racial, ethnic, socioeconomic, linguistic, and cultural diversity of California's public-school population.
  - b) Demonstrate commitment to collaboration and continuous improvement.
  - c) Have partnerships with other appropriate educational, social, and community entities that support teaching and learning.
  - d) Utilize curriculum aligned to California's adopted standards and frameworks.
  - e) Place students with disabilities in the Least Restrictive Environment (LRE).
  - f) Provide robust programs and support for English learners.
  - g) Permit video capture for candidate reflection, coursework, supervision and the CalTPA.



## **RESPONSIBILITIES OF EMPLOYING AGENCIES/DISTRICTS**

### **The employing agency acknowledges that:**

1. Candidates will pay tuition/fees during their enrollment in the program and, if appropriate, the employer will assist the TCSJ IMPACT Intern Program Student Account's office to establish a monthly payroll deduction of tuition for the intern. Credential recommendations cannot be made if the candidate is not in "good financial standing". The employing agency is not responsible for non-payment by the intern.
2. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision and/or support, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. *Reference: Education Code Section 44462.*
3. The intern credential recommendation is jointly made between the employing agency and the TCSJ IMPACT Intern Program. Employment decisions, such as continuing employment and tenure decisions, are separate from credentialing decisions, and are at the sole discretion of the employing agency. In the instance when the employing agency, for whatever reason, no longer employs an intern candidate, the program sponsor will make the recommendation for the appropriate credential if the candidate has successfully completed the intern program.
4. Should a candidate not fulfill the completion requirements of the TCSJ IMPACT Intern Program, including timely payment of tuition, the program may drop the candidate, which we acknowledge may create employment issues for the employing agency. Program personnel will consult with appropriate educational agency staff and the candidate prior to this decision.
5. It is the district's responsibility to ensure candidates will be compensated for units earned in the program in the manner normally provided to all educational agency teachers.
6. Candidates will be evaluated annually by the employing agency.
7. All university provided supervisors are employees of the San Joaquin County Office of Education and have appropriate clearances (TB & fingerprints) for educational settings. If additional clearance is required, the employing agency will assume the related costs.

## **RESPONSIBILITIES OF PROGRAM SPONSOR (TCSJ):**

The responsibilities of the Program Sponsor, Teachers College of San Joaquin IMPACT Intern Program, shall include the following:

1. Employment and assignment of qualified persons to teach courses and supervise candidates. Criteria include but are not limited to a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.
2. Identification and assignment of a Support Supervisor and allocation of additional personnel if needed to provide on-site support for the intern. The TCSJ Support Supervisor will provide on-going direct support, including classroom observations, lesson planning, co-teaching, and evaluation of teaching proficiency according to the program sponsor's requirements.



3. Providing appropriate orientation and training for the Support Supervisor and peer coach/mentor.
  - a. The content of this orientation includes but is not limited to characteristics of coaching, expectations for time and frequency of visitations, developing an understanding of the Teaching Performance Expectations, and process for documenting observations and evaluations of interns.
4. Establishing effective and on-going communication with employing agency and TCSJ IMPACT Intern personnel (e.g., Support Supervisor, Program Evaluator, Program Coordinators, Program Director and President) as appropriate to ensure a successful teaching experience for the intern.
5. Providing all CCTC required coursework for the Preliminary Credential and assistance with questions or issues regarding credentialing.
6. Processing appropriate documents with the CCTC for intern, preliminary, and clear (if appropriate) credentials for candidates.
7. In cooperation with the employing agency the program sponsor will counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area of the intern credential.

**INDEMNIFICATION:**

TCSJ shall defend, indemnify and hold Employing Agency and it's officials, employees , and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of TCSJ, its officials, agents or employees.

Employing Agency shall defend, indemnify and hold TCSJ and its officials, employees, and agents harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this agreement, but only in proportion to and to the extent such liability, loss, expense attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Employing Agency, its officials, agents or employees.



**TO BE COMPLETED BY THE EMPLOYING AGENCY:**

For public schools, the Co-Sponsor Agreement can be with the district. **\*For charter schools the co-sponsor agreement must be with the individual school.**

Type of Educational Agency:

COE                       District                       Charter\*

CDS Code (7 or 14 digit) 34-67439-0000000

Name of Agency: Sacramento City Unified School District

Mailing Address: 5735 47th Avenue, Sacramento CA 95824

Contact Person: Dr. Tiffany Smith-Simmons

Telephone: (916) 643-7474 Email: tiffany-smith-simmons@scusd.edu

**The signatures below indicate that both parties have agreed to the conditions of the Co-Sponsor Agreement and will act as co-sponsors for the 2024-2026 academic years (7/1/24 - 6/30/26):**

Name of Approving Official: Janea Marking

Position/Title: Chief Business & Operations Officer

Signature of Approving Official: Janea Marking Date: 08/10/2024  
D2972921888C416...

Signature of Educational Agency Board President (optional): Wasson Date: 8/20/24

Signature of TCSJ Director of IMPACT Credentials: Michele Bordonna Date: 8/12/24

Signature of TCSJ President: Dee Date: 8/12/24

**Please complete the Co-Sponsor information (type or print) and return the entire document to:**

**Vanessa Segoviano**  
**Email: vsegoviano@sjcoe.net**  
**Fax: 209.953.2119 or**  
**U.S. Mail: P.O. Box 213030, Stockton, CA 95213-9030**

**Candidates will not be admitted to the Teachers College of San Joaquin IMPACT Intern Credential Program without a current Co-Sponsor Agreement from the sponsoring educational agency on file.**



**Addendum  
Co-Sponsor/INTERN  
Participating Educational Agency Agreement**

This document is in reference to the original agreement for the **2024-2026** academic years between **Teachers College of San Joaquin (TCSJ)** and **Sacramento City Unified School District**.

May it be known that the parties do hereby agree to make the following changes and/or additions that are outlined below. These additions/clarifications shall be made valid as if they are included in the original stated agreement.

The employing agency acknowledges that:

Sacramento City Unified School District understands that this partnership agreement is limited due to the agency's location.

- The partnership is only extended for one intern, **Jaspreet Kaur**.
- The employing agency understands and will provide a Peer Mentor to meet the requirements outlined on pages 2-3 of this Co-Sponsor Agreement

Intern	District Peer Mentor
Jaspreet Kaur	

**The signatures below indicate that the educational agency has agreed to the conditions of the Addendum and will act as co-sponsors for the 2024-2026 academic years:**

Signed by: \_\_\_\_\_  
 Signature of Approving Official: Janea Marking Date 08/10/2024  
D2972921888C416...

Signature of TCSJ Director of IMPACT: Michele Pandoirna Date 8/12/24

Please sign and return the Co-Sponsor Agreement and Addendum to:

Vanessa Segoviano  
 Email: [vsegoviano@sjcoe.net](mailto:vsegoviano@sjcoe.net)  
 Fax: 209 468-9124 or  
 USPS: PO Box 213030  
 Stockton, CA 95213-9030

**ADMINISTRATOR:** LICENSE # 0451271  
 Keenan & Associates  
 1732 North First Street, Suite 100  
 San Jose, CA 95112

Xochitl Sousa License No. 4290185 (916)859-4900 x4193  
 xsousa@keenana.com

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE COVERAGE DOCUMENTS BELOW.**

**ENTITIES AFFORDING COVERAGE:**

ENTITY A: Northern California ReLiEF  
 ENTITY B: Protected Insurance Program for Schools  
 ENTITY C:  
 ENTITY D:  
 ENTITY E:

**COVERED PARTY:**  
 San Joaquin County Office of Education  
 P.O. Box 213030  
 Stockton CA 95213-9030

THIS IS TO CERTIFY THAT THE COVERAGES LISTED BELOW HAVE BEEN ISSUED TO THE COVERED PARTY NAMED ABOVE FOR THE PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN. THE COVERAGE AFFORDED HEREIN IS SUBJECT TO ALL THE TERMS AND CONDITIONS OF SUCH COVERAGE DOCUMENTS.

ENT LTR	TYPE OF COVERAGE	COVERAGE DOCUMENTS	EFFECTIVE/ EXPIRATION DATE	MEMBER RETAINED LIMIT / DEDUCTIBLE	LIMITS
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE <input checked="" type="checkbox"/> GOVERNMENT CODES <input checked="" type="checkbox"/> ERRORS & OMISSIONS <input checked="" type="checkbox"/> SEXUAL ABUSE AND MOLESTATION <input type="checkbox"/>	NCR 00801-31	7/1/2024 7/1/2025	\$ 50,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> HIRED AUTO <input checked="" type="checkbox"/> NON-OWNED AUTO <input checked="" type="checkbox"/> GARAGE LIABILITY <input checked="" type="checkbox"/> AUTO PHYSICAL DAMAGE	NCR 00801-31	7/1/2024 7/1/2025	\$ 50,000	COMBINED SINGLE LIMIT EACH OCCURRENCE \$ 1,000,000
A	<b>PROPERTY</b> <input checked="" type="checkbox"/> ALL RISK <input checked="" type="checkbox"/> EXCLUDES EARTHQUAKE & FLOOD <input type="checkbox"/> BUILDER'S RISK	NCR 00801-31	7/1/2024 7/1/2025	\$ 25,000	\$ 500,250,000 EACH OCCURRENCE
A	<b>STUDENT PROFESSIONAL LIABILITY</b>	NCR 00801-31	7/1/2024 7/1/2025	\$ 50,000	\$ Included EACH OCCURRENCE
B	<b>WORKERS COMPENSATION</b> <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY	PIPS12721	7/1/2024 7/1/2025	\$	<input type="checkbox"/> WC STATUTORY LIMITS <input checked="" type="checkbox"/> OTHER \$ 1,000,000 E.L. EACH ACCIDENT
	<b>EXCESS WORKERS COMPENSATION</b> <input type="checkbox"/> EMPLOYERS' LIABILITY			\$	\$ 1,000,000 E.L. DISEASE - EACH EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMITS
	<b>OTHER</b>			\$ \$	

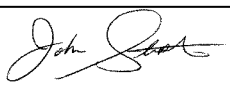
**DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/RESTRICTIONS/SPECIAL PROVISIONS:**

Proof of coverage as respect to the MOU between San Joaquin County Office of Education and Sacramento City Unified School District for the purpose of providing observation experiences to interns.

**CERTIFICATE HOLDER:** Agreement Term 07/01/2024-06/30/2026

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento CA 95824

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS

  
 John Stephens  
 AUTHORIZED REPRESENTATIVE

## **DISCLAIMER**

The Certificate of Coverage on the reverse side of this form does not constitute a contract between the issuing entity(ies), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the coverage documents listed thereon.



**Acronym Legend**

SELPA: Special Education Local Plan Area  
SCO: State Controller's Office

**Return completed form to:**  
**SEDgrants@cde.ca.gov** or  
Special Education Division  
Administrative Services Unit  
California Department of Education  
1430 N Street, Suite 2401  
Sacramento, CA 95814-5901

## Special Education State Grants: Expenditure Report

Refer to the Grant Award Notification to complete the section below and for the grant award period dates, report period, report due dates, and reimbursement requirements.

<b>Grant Fiscal Year:</b>	2023-24								
<b>Name of Grant Program:</b>	Workability I								
<b>Grantee Name:</b>	Sacramento City Unified School District								
<b>SELPA Name:</b>	Sacramento City Unified School District			<b>SELPA Code:</b>	3412				
<b>Program Cost Account:</b>	23011	<b>Vendor Number:</b>	6	7	4	3	9	<b>Suffix:</b>	A1
<b>Standardized Account Code Structure (SACS) Resource Code:</b>	6520								

### Report Periods

Check the appropriate boxes to indicate the report period for this report

<input type="checkbox"/>	<b>Interim Report</b>
<input checked="" type="checkbox"/>	<b>Final Report</b>
<input type="checkbox"/>	<b>Revised Report</b>

### Final Report:

The grantee may submit a Final Expenditure Report prior to the award ending date, if funds have been fully expended. Upon receipt of the Final Expenditure Report, the California Department of Education (CDE) will issue up to 100 percent of the total grant award. If the grantee did not expend all funds received, the CDE will issue an invoice for the amount (if any) determined as excess to be returned.

### Expenditures Summary

Complete the table below:

Description	Amount
<b>A. Total Grant Award Amount</b>	\$373,275.00
<b>B. Total Expenditures</b>	\$373,275.00
<b>C. Cash Payments Received</b>	\$0.00
Complete below (1, 2, and 3) on Final Expenditure Report Only:	
1. Reimbursement Claimed (B minus C)	\$373,275.00
2. Unused Balance (A minus B)	\$0.00
3. Amount to return if C is greater than B (C minus B)	\$0.00

### Certification

By signing this report, I certify that the expenditures reported have been made and are accurate, this program has been conducted in accordance with applicable laws and regulations, and full records of receipts and expenditures have been maintained and are available for a period of five years after submission of a final expenditure report.

Name and Title of Authorized Agent	Name and Title of Contact Person	Email and Phone Number of Contact Person
Janea Marking Chief Business Officer	Steven Meadows Budget Analyst	916-643-9170 steven-meadows@scusd.edu

Signature of Authorized Agent

Signed By: <i>Janea Marking</i> <small>Signed by: D2972921888C416...</small>	Date Signed: 08/16/2024
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### For CDE Use Only

Approved By	<input type="text"/>	Date Approved	<input type="text"/>	Voucher Number	<input type="text"/>
Payment Identifier	<input type="text"/>	Interim Payment	<input type="text"/>	Final Payment	<input type="text"/>
Comments	<input type="text"/>				

<b>Sacramento Employment and Training Agency                  MODIFICATION TO EXTEND SERVICE PROVIDER                  SUBGRANT under the Workforce Innovation and                  Opportunity Act</b>		SUBGRANT NUMBER	
		074301OS-23(E)	
		MODIFICATION	
		YEAR 2/ONE	
1. SUBGRANTEE INFORMATION:		2. ACTIVITY/TARGET GROUP:	
Name: Sacramento City Unified School District		Out-of-School Youth	
3. EXTENSION AWARD AMOUNT:	\$320,130.00	4. CAT. NO./CFDA:	17.259
5. EXTENSION SUBGRANT TERM:	7/1/2024 through 6/30/2025	6. DUNS#:	060697109
7. EFFECTIVE DATE OF EXTENSION:	7/1/2024		
8. MAXIMUM ANNUAL EXTENSIONS:	Three (3)		
9. TERMS AND CONDITIONS:			
The parties agree to extend the Subgrant through this modification. This modification consists of this sheet and those of the following, attached hereto and by this reference made a part hereof:  Exhibit 2 – Program Performance Overview, revised. Exhibit 3 – Budget and Cost Allocation Plan, revised. Exhibit 4 – Special Conditions.			
SUBGRANTEE shall thoroughly examine the Exhibits listed above and attached hereto. The failure of SUBGRANTEE to examine the above-listed Exhibits, or the terms, conditions and requirements set forth therein, shall in no way relieve SUBGRANTEE of its obligations with respect to this modification of the Subgrant, including compliance with the terms, conditions and requirements set forth in the above-listed. By executing this modification to the Agreement, SUBGRANTEE specifically agrees to abide by all of the terms, conditions and requirements set forth in the above-listed. All other terms and conditions set forth in the Subgrant shall remain in full force and effect. To the extent of any conflict between the language of this modification and the language of the Subgrant and/or any previous modifications, the language of the document bearing the most recent data shall prevail.			
<b>IN WITNESS WHEREOF, this modification to extend the Subgrant has been dated and executed by the parties hereto.</b>			
SUBGRANTEE			
Name: Sacramento City Unified School District			
By: <i>Janea Marking</i>		Date Signed: 08/16/2024	
Printed Name/Title of Authorized Signer: <b>Janea Marking, Chief Business and Operations Officer</b>			
Address: 5451 Lemon Hill Avenue, Sacramento, CA 95824		Email address: <a href="mailto:janea-marking@scusd.edu">janea-marking@scusd.edu</a>	
SACRAMENTO EMPLOYMENT AND TRAINING AGENCY			
By: <i>Anita Maldonado</i>		Date Signed: 8/21/2024	
Printed Name/Title of Authorized Signer: <b>Anita Maldonado, Executive Director</b>			
Address: 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815		Email address: <a href="mailto:Anita.Maldonado@seta.net">Anita.Maldonado@seta.net</a>	

**EXHIBIT 2**

**PROGRAM PERFORMANCE OVERVIEW**

**MODIFICATION: YEAR 2/ONE**

**YOUTH PROGRAM PERFORMANCE OVERVIEW**

<b>SUBGRANTEE: Sacramento City Unified School District</b>							<b>PERIOD:</b> 7/1/2024 through 6/30/2025					
<b>PROGRAM:</b> In-School <input type="checkbox"/> Out-of-School <input checked="" type="checkbox"/>												
<b>Enrollment Flow (Cumulative)</b>												
Year 2	Quarter 1			Quarter 2			Quarter 3			Quarter 4		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<b>Total Enrollments/Slots</b>	4	8	13	16	20	25	30	34	38	42	46	50

**Subgrantee may be evaluated quarterly on the following real time data:**

- New Enrollments
- Continuum of service to carry over clients
- Exits
- Attainment of Diploma or Certificate
- Employment or Education Placement
- Literacy and Numeracy Gain (**Out-of-School Youth only**)
- Enrollment of High Risk/Special Populations
- Case Management
- Youth with Barriers Must Be Addressed at Time of Enrollment
- Enrollment in Secondary Education for Youth without High School Diploma
- Provide Required Services
- Must Meet 20% WEX Expenditure Requirement

**Note:** Deviation from plan is allowable up to a maximum -15%.

*Subgrantee will be subject to the following WIOA Measures: (Measures are subject to change.)*

Measures	Goals
Placement into Employment, Education or Training - 2 <sup>nd</sup> quarter after exit	<b>73.0%</b>
Placement into Employment, Education or Training - 4 <sup>th</sup> quarter after exit	<b>70.0%</b>
Credential Attainment - within 4 <sup>th</sup> quarter after exit	<b>58.0%</b>
Median Earnings – 2 <sup>nd</sup> quarter after exit	<b>\$4,250</b>
Skills Gain	<b>50.0%</b>

**EXHIBIT 3**

**PROGRAM BUDGET AND COST ALLOCATION PLAN**

**MODIFICATION: YEAR 2/ONE**

**WORKFORCE INNOVATION AND OPPORTUNITY ACT  
(WIOA)**

**TITLE I, YOUTH PROGRAMS**

**SUBGRANT BUDGET AND COST ALLOCATION PLAN**

<b>Contract #: 074301OS-23(E)</b>
<input type="checkbox"/> Original or <input checked="" type="checkbox"/> Mod# YEAR 2/ONE
<b>Activity: Out-of-School Youth</b>

Subgrantee Name: Sacramento City Unified School District	
Street Address: 5451 Lemon Hill Avenue	City: Sacramento, CA Zip: 95824
Program Contact: Susan Lytle Gilmore	Phone: 916-395-5802
Fiscal Contact: Janea Marking	Phone: 916-643-9055
E-Mail Address: <a href="mailto:Janea-Marking@scusd.edu">Janea-Marking@scusd.edu</a>	
<b>BUDGET PERIOD:</b>	<b>7/1/2024 through 6/30/2025</b>

<b>BUDGET SUMMARY - COST REIMBURSEMENT</b>			
<b>TYPE OF COST</b>	<b>WIOA</b>	<b>Non-WIOA</b>	<b>TOTAL</b>
A. Personnel	\$198,105		\$198,105
B1. Fixed Asset Purchases			
B2. Other Equipment Costs			
C. Other Costs	14,374	536,508	550,882
D1. Wages/Compensation/WEX*	\$95,497		\$95,497
D2. Participant FICA	\$1,503		\$1,503
D3. Worker's Compensation	\$990		\$990
D4. OJT Employer Reimbursement			
D5. Other Participant Costs	7,661		\$7661
D6. Supportive Services	2,000		\$2,000
<b>Total Cost</b>	<b>\$320,130</b>	<b>536,508</b>	<b>\$856,638</b>

*\*Twenty percent (20%) of WIOA Youth Budget and Cost Allocation Plan must be allocated to Work Experience, including staff time, wages, FICA, and Worker's Compensation costs.*

### COST ALLOCATION PLAN

ACTUAL METHODS (Do not give dollar amounts), which will be used to charge/allocate a FAIR SHARE of ACTUAL costs to this budget ("Budget" column) and to cost categories (administration and program) within the budget ("Cost Category").

Cost Item	Use abbreviation at bottom of page	
	Budget	Cost Category
A. Personnel Costs	ST/DC	ST/DC
B. Equipment Costs	N/A	N/A
C. Other Costs	DC	DC
D. Direct Participant Costs	DS	DC

**ABBREVIATIONS:** (Some commonly used methods. If a method you use is not listed, add it to the list)

- DC Direct Charge:** Not a share cost. ACTUAL costs charged to a budget or cost category will be directly identified with the budget or cost category.
- SF Square Footage:** Shared Cost. ACTUAL costs will be allocated to a budget of cost category based upon the % of ACTUAL space used for the budget or cost category.
- ST Staff Time:** Shared Cost. ACTUAL costs will be allocated to a budget or cost category based upon the % of total ACTUAL staff time spent on the budget or cost category.
- SF/ST Square Footage Combined with Time of Staff Using Space:** Shared cost. ACTUAL costs will be allocated to a budget or cost category based upon the % of total ACTUAL space and the % of total ACTUAL staff time within the space used for the budget or cost category.
- #S Number Served:** Shared cost. ACTUAL costs will be allocated to a budget based upon the % of total ACTUAL participants served by the budget.
- U Usage:** Shared cost. ACTUAL costs will be allocated to a budget or cost category based upon the % of total ACTUAL usage for the budget or cost category. The backup documentation for ACTUAL usage will be:

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<b>A. Personnel Costs</b>							
<b>Job Title</b>	<b>Dates From – To</b> (mm/dd/yy – mm/dd/yy)	<b>Full Salary Per Month</b>	<b>Number of Months</b>	<b>% WIOA FTE</b> (ex: .25 = 25%)	<b>Costs For This Program</b>		
					<b>WIOA</b>	<b>Non-WIOA</b>	<b>Total</b>
OSY Youth Case Manager /Ed. Entrepreneur	07/01/24 - 06/30/25	\$6,619	12	100%	\$79,437		\$79,437
Clerk III	07/01/24 - 06/30/25	\$3,739	12	100%	\$44,876		\$44,876
	-						
	-						
	-						
	-						
	-						
	-						
	-						
	-						
	-						
	-						
	-						
	-						
<b>Total Salaries</b>		<b>\$10,360</b>			<b>\$124,313</b>		<b>\$124,313</b>
<b>Total Fringe Benefits (Employer's Contribution Only) (67% of Salaries)</b>					<b>\$73,792</b>		<b>\$73,792</b>
<b>Total Personnel Costs (Salaries + Fringe Benefits)</b>				<b>Total Costs</b>	<b>\$198,105</b>		<b>198,105</b>

B. Equipment Costs				Costs For This Program			
1. Purchases of Fixed Assets*		Full Purchase Price	% WIOA (ex: .25 = 25%)		WIOA	Non-WIOA	Total
<b>Total Purchases of Fixed Assets</b>							<b>0</b>
2. Other Equipment Costs		Full Purchase Price X # of items X % WIOA (Ex. 1,000 x 1 x .25) Or Full Cost/Month X # of Months X % WIOA (Ex. 1,000 x 12 x .25)			WIOA	Non-WIOA	Total
<u>Select One</u> P = Purchase L = Lease R = Rent D = Depreciation	Equipment Description						
<b>Total Other Equipment Costs</b>							<b>0</b>

\* Fixed Assets: Equipment (non-expendable personal property) with an acquisition cost of \$5,000 or more per unit and a useful life of more than one year.

C. Other Costs Direct Cost	Full Cost Information			Costs For This Program		
	Monthly Cost	# of Months	% WIOA (ex: .25 = 25%)	WIOA	Non-WIOA	Total
Facility: SCUSD Address:5451 Lemon Hill Avenue, Sacramento Ca 95824 Non-Owned: <input type="checkbox"/> Rent <input type="checkbox"/> Lease Owned: <input checked="" type="checkbox"/> Depreciation	41,230	12	0%	0	\$494,760	\$494,760
Utilities	\$3,021	12	0%	0	\$36,252	\$36,252
Telephone						
Office Supplies						
Duplication/Printing						
Other: Cannon Copier Rental Contract (AJCC)	\$458	12	0%	0	\$5,496	\$5,496
Insurance: Fidelity/Depositors' Forgery						
Property						
General Liability						
Vehicle Liability						
Other:						
Travel: Local Mileage						
Other:						
Other:						
Subcontracts: Audit Services						
Other:						
Other:						
Other:						
Total Direct Costs				\$14,374	\$536,508	\$536,508
Indirect Costs* - Approved Rate:4.49% X Costs: \$320,130				\$14,374		\$14,373
*Attach copy of approval letter from cognizant agency				<b>Total Costs</b>	<b>\$14,374</b>	<b>\$536,508</b>
					<b>\$536,508</b>	<b>\$550,882</b>

D. Direct Participant Costs			Costs For This Program		
Type/Cost Information			WIOA	Non-WIOA	Total
1. Wages/Compensation – <input checked="" type="checkbox"/> Work Experience					
50 (Slots)	\$18.00 (Hourly Wage)	106 (Avg. Hrs. of Training)	95,497		95,497
1a. In-kind Work Experience – <input type="checkbox"/> Work Experience					
(Slots)	\$ (Hourly Wage)	(Avg. Hrs. of Training)			
2. Participant FICA (Employer's Contribution only)			1,503		1,503
2a. In-kind Participant FICA (Employer's Contribution only)					
3. Worker's Compensation			990		990
4. OJT Employer Reimbursement					
(Slots)	(Hourly Wage)	(Avg. Hrs. of Training)			
Total WEX/OJT Costs			\$97,990		\$97,990
5. Other Participant Costs					
Training			\$5,000		\$5,000
Training Materials			\$2,661		\$2,661
Total Other Participant Costs			\$7,661		\$7,661
6. Supportive Services					
Clothing, Safety Equipment, Boots and Tools					
Child Care/Transportation					
Youth Incentives			\$1,000		\$1,000
GED Fees			\$1,000		\$1,000
Other:					
Total Supportive Services			\$2,000		\$2,000
<b>Total Direct Participant Costs</b>			<b>\$107,651</b>		<b>\$107,651</b>

**EXHIBIT 4**

**SPECIAL CONDITIONS**

**MODIFICATION: YEAR 2/ONE**

### SPECIAL CONDITIONS

The Service Provider Subgrant under the WIOA between the Sacramento Employment and Training Agency and Sacramento City Unified School District is subject to the special condition(s) and timeframe(s) outlined below:

<u>Condition(s)</u>	<u>Timeframe(s)</u>
1. SUBGRANTEE shall only provide youth program services to eligible participants residing within Sacramento County. Exceptions may be approved on a case-by-case basis.	Entire Term of SUBGRANT
2. Twenty percent (20%) of the total WIOA allocation must be allocated to Work Experience (WEX), which includes personnel and case management time, WEX wages, FICA, and Worker's Compensation.	Entire Term of SUBGRANT
3. All Youth program marketing materials must be approved by SETA management prior to public distribution.	Entire Term of SUBGRANT
4. SUBGRANTEE shall maintain all insurance coverage and is expressly required by this Exhibit to immediately notify SETA if it receives a communication from its insurance carrier(s) or agent that any required insurance is to be cancelled, non-renewed, reduced in scope or limits or otherwise materially changed. SUBGRANTEE shall provide thirty (30) days written notice to SETA prior to such change. Ten (10) days prior written notice shall be provided to SETA in the event of cancellation due to non-payment of premium. Failure to maintain required insurance shall be considered a material breach of the SUBGRANT.	Entire Term of SUBGRANT

**Department of Health Services, Contractor DocuSign OPT IN/OUT Form**

Please select an option below in regard to signing electronically via DocuSign for

Agreement #: \_\_\_\_\_ Contractor Name: [Sacramento City Unified School District](#)

I Do NOT wish to sign this Agreement with the Department of Health Services electronically via DocuSign. I prefer to have the Agreement mailed to me, sign the physical copies and return them via US mail.

I DO wish to sign this Agreement with the Department of Health Services electronically via DocuSign.

Fill in below with complete name and email address for the individual who has Authority to sign this Agreement. This field is **REQUIRED** in order for you to electronically sign. Then make a selection for who would like to receive a copy of the fully signed Agreement.

Name of Authorized Signer	Email Address
<a href="#">Janea Marking</a>	<a href="mailto:janea-marking@scusd.edu">janea-marking@scusd.edu</a>

Once the Agreement is fully signed by both parties, a copy will automatically be sent to the signer and any reviewers designated below.

[Tina Alvarez Bevens](#)  
Name of Person Completing Form

[04/15/2024](#)  
Date

**This field is OPTIONAL. Only fill out this field if you have individual(s) other than the signer, who also need to review the Agreement before it is signed:**

These individual(s) will not be signing the Agreement, but will be asked to electronically initial their approval on this form. Please list them in the order you would like them to receive the Agreement for review, before the signer.

Order	Name of Additional Reviewer(s)	Email Address
1.	<a href="#">Tina Alvarez Bevens</a>	<a href="mailto:tina-alvarez-bevens@scusd.edu">tina-alvarez-bevens@scusd.edu</a>
2.	<a href="#">Robert Aldama</a>	<a href="mailto:robert-aldama@scusd.edu">robert-aldama@scusd.edu</a>
3.		

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COUNTY OF SACRAMENTO

TRAINING AGREEMENT NO. 7202100-25-052

CONTRACT ANALYST: Michael Lorda 875-1200

DHS AGREEMENT SUMMARY

CONTRACTOR's NAME: Sacramento City Unified School District

Subject of Agreement: Mental Health Curriculum for High School Students

Contract Term: July 1, 2024 through June 30, 2025

Maximum Payment to Contractor through this Agreement: \$30,000.00

County Counsel Approval: Corrie L Bito Date 05/16/2024

County Counsel Approval Not Required: (Sacramento County Code Section)

Authorized by: 2024- 0454 (Sacramento County Resolution Number or County Code Section) SUPER RESO

Tax Waiver Granted

Tax Waiver Denied

Standard Agreement CA Agency Agr
Five or more employees letter on file

Non Standard Agreement
Exhibit D

Risk Management has approved waiver to insurance requirements
Risk Management has approved indemnification modifications

This is a contract that must be reviewed and approved of County Counsel in accordance with Section 2.61.014 of the Sacramento County Code:

- 2.61.014 (a): Contract requires Board approval including but not limited to Section 71-J
2.61.014 (b): Contract approved in concept or otherwise authorized by Board with the exception of those reviewed from the prior fiscal year.
2.61.014 (c): Contract for services not previously provided by or to the department
2.61.014 (d): Contract does not utilize the standard format developed by County Counsel
2.61.014 (e): Contract with another governmental entity
2.61.014 (f): Contract involving an acquisition or grant of an interest in real property
2.61.014 (g): Contract requiring waiver of withholding
2.61.014 (h): Retroactive contracts

FISCAL SUMMARY

Fund Center: 7202100 G/L Account: 30310500 Order #: A21240

CONTRACTOR's Federal Tax Identification Number:



**COUNTY OF SACRAMENTO**

**TRAINING AGREEMENT NO. 7202100-25-052**

**AGREEMENT**

THIS AGREEMENT is made and entered into as of this 1<sup>st</sup> day of July, 2024, by and between the COUNTY OF SACRAMENTO, a political subdivision of the State of California, hereinafter referred to as "COUNTY", and SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, a Political Subdivision of the State of California, hereinafter referred to as "CONTRACTOR".

**RECITALS**

WHEREAS, the Sacramento County Department of Health Services provides a mental health curriculum at for the Sacramento City Unified School District; and

WHEREAS, the Sacramento County Board of Supervisors authorized the Department of Health Services to enter into an Agreement with CONTRACTOR in Resolution Number 2024-0454 approved on June 11, 2024; and

WHEREAS, pursuant to the resolution cited as providing authority to execute this Agreement, the Director of the Department of Health Services, or designee, has amendment authority for non-monetary changes, monetary decreases, to terminate or assign this contract and to monetarily increase the total contract amount by up to 10% of the total value of the contract, so long as budget appropriations are not exceeded; and

WHEREAS, CONTRACTOR has appropriate school facilities to provide educational services for students residing in Sacramento County; and

WHEREAS, COUNTY AND CONTRACTOR desire to enter into this Agreement on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual promises hereinafter set forth, COUNTY and CONTRACTOR agree as follows:

**I. SCOPE OF SERVICES**

CONTRACTOR shall provide services in the amount, type, and manner described in Exhibit A, which is attached hereto and incorporated herein.

**II. TERM**

This Agreement shall be effective and commence as of the date first written above and shall end on June 30, 2025.

**III. NOTICE**

Any notice, demand, request, consent, or approval that either party hereto may or is required to give the other pursuant to this Agreement shall be in writing and shall be either personally delivered or sent by mail, addressed as follows:

TO COUNTY

TO CONTRACTOR

DIRECTOR  
Department of Health Services  
7001-A East Parkway, Suite 1000  
Sacramento, CA 95823-2501

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

Either party may change the address to which subsequent notice and/or other communications can be sent by giving written notice designating a change of address to the other party, which shall be effective upon receipt.

**IV. COMPLIANCE WITH LAWS**

CONTRACTOR shall observe and comply with all applicable federal, state, and county laws, regulations, and ordinances.

**V. GOVERNING LAWS AND JURISDICTION**

This Agreement shall be deemed to have been executed and to be performed within the State of California and shall be construed and governed by the internal laws of the State of California. Any legal proceedings arising out of or relating to this Agreement shall be brought in Sacramento County, California.

**VI. LICENSES, PERMITS, AND CONTRACTUAL GOOD STANDING**

- A. CONTRACTOR shall possess and maintain all necessary licenses, permits, certificates, and credentials required by the laws of the United States, the State of California, County of Sacramento, and all other appropriate governmental agencies, including any certification and credentials required by COUNTY. Failure to maintain the licenses, permits, certificates, and credentials shall be deemed a breach of this Agreement and constitutes grounds for the termination of this Agreement by COUNTY.
- B. CONTRACTOR further certifies to COUNTY that it and its principals are not debarred, suspended, or otherwise excluded from or ineligible for, participation in federal, state, or county government contracts. CONTRACTOR certifies that it shall not contract with a subcontractor that is so debarred or suspended.

**VII. PERFORMANCE STANDARDS**

CONTRACTOR shall perform its services under this Agreement in accordance with the industry and/or professional standards applicable to CONTRACTOR's services. COUNTY may evaluate CONTRACTOR's performance of the scope of services provided in Exhibit A in accordance with performance outcomes determined by COUNTY. CONTRACTOR shall maintain such records concerning performance outcomes as required by COUNTY and provide the records to COUNTY upon request.

**VIII. OWNERSHIP OF WORK PRODUCT**

All technical data, evaluations, plans, specifications, reports, documents, or other work products developed by CONTRACTOR hereunder shall be the exclusive property of COUNTY and shall be delivered to COUNTY upon completion of the services authorized hereunder. CONTRACTOR may retain copies thereof for its files and internal use. Publication of the information directly derived from work performed or data obtained in connection with services rendered under this Agreement must first be approved in writing by COUNTY. COUNTY recognizes that all technical data, evaluations, plans, specifications, reports, and other work products are instruments of CONTRACTOR's services and are not designed for use other than what is intended by this Agreement.

**IX. STATUS OF CONTRACTOR**

- A. It is understood and agreed that CONTRACTOR (including CONTRACTOR's employees) is an independent contractor and that no relationship of employer-employee exists between the parties hereto. CONTRACTOR's assigned personnel shall not be entitled to any benefits payable to employees of COUNTY. COUNTY is not required to make any deductions or withholdings from the compensation payable to CONTRACTOR under the provisions of this Agreement; and as an independent contractor, CONTRACTOR hereby indemnifies and holds COUNTY harmless from any and all claims that may be made against COUNTY based upon any contention by any third party that an employer-employee relationship exists by reason of this Agreement.
- B. It is further understood and agreed by the parties hereto that CONTRACTOR in the performance of its obligation hereunder is subject to the control or direction of COUNTY as to the designation of tasks to be performed, the results to be accomplished by the services hereunder agreed to be rendered and performed, and not the means, methods, or sequence used by CONTRACTOR for accomplishing the results.
- C. If, in the performance of this Agreement, any third persons are employed by CONTRACTOR, such person shall be entirely and exclusively under the direction, supervision, and control of CONTRACTOR. All terms of employment, including hours, wages, working conditions, discipline, hiring, and discharging, or any other terms of employment or requirements of law, shall be determined by CONTRACTOR, and COUNTY shall have no right or authority over such persons or the terms of such employment.
- D. It is further understood and agreed that as an independent contractor and not an employee of COUNTY, neither CONTRACTOR nor CONTRACTOR's assigned personnel shall have any entitlement as a COUNTY employee, right to act on behalf of COUNTY in any capacity whatsoever as agent, nor to bind COUNTY to any obligation whatsoever.

CONTRACTOR shall not be covered by workers' compensation; nor shall CONTRACTOR be entitled to compensated sick leave, vacation leave, retirement entitlement, participation in group health, dental, life, and other insurance programs, or entitled to other fringe benefits payable by COUNTY to employees of COUNTY.

- E. It is further understood and agreed that CONTRACTOR must issue W-2 and 941 Forms for income and employment tax purposes, for all of CONTRACTOR's assigned personnel under the terms and conditions of this Agreement.

**X. CONTRACTOR IDENTIFICATION**

CONTRACTOR shall provide COUNTY with the following information for the purpose of compliance with California Unemployment Insurance Code Section 1088.8 and Sacramento County Code Chapter 2.160: CONTRACTOR's name, address, telephone number, social security number or tax identification number, and whether dependent health insurance coverage is available to CONTRACTOR.

**XI. COMPLIANCE WITH CHILD, FAMILY, AND SPOUSAL SUPPORT REPORTING OBLIGATIONS**

- A. CONTRACTOR's failure to comply with state and federal child, family, and spousal support reporting requirements regarding a contractor's employees or failure to implement lawfully served wage and earnings assignment orders or notices of assignment relating to child, family, and spousal support obligations shall constitute a default under this Agreement.
- B. CONTRACTOR's failure to cure such default within ninety (90) days of notice by COUNTY shall be grounds for termination of this Agreement.

**XII. BENEFITS WAIVER**

If CONTRACTOR is unincorporated, CONTRACTOR acknowledges and agrees that CONTRACTOR is not entitled to receive the following benefits and/or compensation from COUNTY: medical, dental, vision and retirement benefits, life and disability insurance, sick leave, bereavement leave, jury duty leave, parental leave, or any other similar benefits or compensation otherwise provided to permanent civil service employees pursuant to the County Charter, the County Code, the Civil Service Rule, the Sacramento County Employees' Retirement System and/or any and all memoranda of understanding between COUNTY and its employee organizations. Should CONTRACTOR or any employee or agent of CONTRACTOR seek to obtain such benefits from COUNTY, CONTRACTOR agrees to indemnify and hold harmless COUNTY from any and all claims that may be made against COUNTY for such benefits.

**XIII. CONFLICT OF INTEREST**

CONTRACTOR and CONTRACTOR's officers and employees shall not have a financial interest, or acquire any financial interest, direct or indirect, in any business, property or source of income which could be financially affected by or otherwise conflict in any manner or degree with the performance of services required under this Agreement.

**XIV. LOBBYING AND UNION ORGANIZATION ACTIVITIES**

- A. CONTRACTOR shall comply with all certification and disclosure requirements prescribed by Section 319, Public Law 101-121 (31 U.S.C. § 1352) and any implementing regulations.
- B. If services under this Agreement are funded with state funds granted to COUNTY, CONTRACTOR shall not utilize any such funds to assist, promote, or deter union organization by employees performing work under this Agreement and shall comply with the provisions of Government Code Sections 16645 through 16649.
- C. If services under this Agreement are funded in whole or in part with Federal funds no funds may be used to support or defeat legislation pending before Congress or any state legislature. CONTRACTOR further agrees to comply with all requirements of the Hatch Act (Title 5 USC, Sections 1501-1508).

**XV. NONDISCRIMINATION IN EMPLOYMENT, SERVICES, BENEFITS, AND FACILITIES**

- A. CONTRACTOR agrees and assures COUNTY that CONTRACTOR and any subcontractors shall comply with all applicable federal, state, and local anti-discrimination laws, regulations, and ordinances and to not unlawfully discriminate, harass, or allow harassment against any employee, applicant for employment, employee or agent of COUNTY, or recipient of services contemplated to be provided or provided under this Agreement, because of race, ancestry, marital status, color,

religious creed, political belief, national origin, ethnic group identification, sex, sexual orientation, age (over 40), medical condition (including HIV and AIDS), or physical or mental disability. CONTRACTOR shall ensure that the evaluation and treatment of its employees and applicants for employment, the treatment of COUNTY employees and agents, and recipients of services are free from such discrimination and harassment.

- B. CONTRACTOR represents that it is in compliance with and agrees that it will continue to comply with the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the Fair Employment and Housing Act (Government Code § 12900 et seq.), and regulations and guidelines issued pursuant thereto.
- C. CONTRACTOR agrees to compile data, maintain records, post required notices and submit reports to permit effective enforcement of all applicable anti-discrimination laws and this provision.
- D. CONTRACTOR shall include this nondiscrimination provision in all subcontracts related to this Agreement.

**XVI. INDEMNIFICATION**

- A. To the fullest extent permitted by law, for work or services (including professional services), provided under this Agreement, CONTRACTOR shall indemnify, defend, and hold harmless COUNTY, its governing Board, officers, directors, officials, employees, and authorized volunteers and agents, (individually an “Indemnified Party” and collectively “Indemnified Parties”), from and against any and all claims, demands, actions, losses, liabilities, damages, and all expenses and costs incidental thereto (collectively “Claims”), including cost of defense, settlement, arbitration, expert fees, and reasonable attorneys' fees, resulting from injuries to or death of any person, including employees of either party hereto, and damage to or destruction of any property, or loss of use or reduction in value thereof, including the property of either party hereto, and recovery of monetary losses incurred by COUNTY directly attributable to the performance of CONTRACTOR, arising out of, pertaining to, or resulting from the negligent acts, errors, omissions, recklessness, or willful misconduct of CONTRACTOR, its employees, or CONTRACTOR’s subconsultants or subcontractors at any tier, or any other party for which CONTRACTOR is legally liable under law.
- B. The right to defense and indemnity under this indemnity obligation arises upon occurrence of an event giving rise to a Claim and, thereafter, upon tender in writing to CONTRACTOR. Upon receipt of tender, CONTRACTOR shall provide prompt written response that it accepts tender. Failure to accept tender may be grounds for termination of the Agreement. CONTRACTOR shall control the defense of Indemnified Parties; subject to using counsel reasonably acceptable to COUNTY. Both parties agree to cooperate in the defense of a Claim.
- C. This indemnity obligation shall not be limited by the types and amounts of insurance or self-insurance maintained by CONTRACTOR or CONTRACTOR’S subcontractors at any tier.
- D. Nothing in this indemnity obligation shall be construed to create any duty to, any standard of care with reference to, or any liability or obligation, contractual or otherwise, to any third party.
- E. The provisions of this indemnity obligation shall survive the expiration or termination of the Agreement

**XVII. INSURANCE OR SELF-INSURANCE**

Each party, at its sole cost and expense, shall carry insurance -or self-insure- its activities in connection with this Agreement, and obtain, keep in force and maintain, insurance or equivalent programs of self-insurance, for general liability, workers compensation, property, professional liability, cyber liability, and business automobile liability adequate to cover its potential liabilities hereunder. Each party agrees to provide the other thirty (30) days’ advance written notice of any cancellation, termination, or lapse of any of the insurance or self-insurance coverages. Failure to maintain insurance as required in this Agreement is a material breach of contract and is grounds for termination of the Agreement.

**XVIII. INFORMATION TECHNOLOGY ASSURANCES**

CONTRACTOR shall take all reasonable precautions to ensure that any hardware, software, and/or embedded chip devices used by CONTRACTOR in the performance of services under this Agreement, other than those owned or provided by COUNTY, shall be free from viruses. Nothing in this provision shall be construed to limit any rights or remedies otherwise available to COUNTY under this Agreement.

**XIX. WEB ACCESSIBILITY**

CONTRACTOR shall ensure that all web sites and web applications provided by CONTRACTOR pursuant to this Agreement shall comply with COUNTY's Web Accessibility Policy adopted by the Board of Supervisors on February 18, 2003, as well as any approved amendment thereto.

**XX. COMPENSATION AND PAYMENT OF INVOICES LIMITATIONS**

- A. Compensation under this Agreement shall be limited to the Maximum Total Payment Amount set forth in Exhibit C, or Exhibit C as modified by COUNTY in accordance with express provisions in this Agreement.
- B. CONTRACTOR shall submit an invoice on the forms and in accordance with the procedures prescribed by COUNTY on a monthly basis. Invoices shall be submitted to COUNTY no later than the fifteenth (15th) day of the month following the invoice period, and COUNTY shall pay CONTRACTOR within thirty (30) days after receipt of an appropriate and correct invoice.
- C. COUNTY operates on a July through June fiscal year. Invoices for services provided in any fiscal year must be submitted no later than July 31, one (1) month after the end of the fiscal year. Invoices submitted after July 31 for the prior fiscal year shall not be honored by COUNTY unless CONTRACTOR has obtained prior written COUNTY approval to the contrary.
- D. CONTRACTOR shall maintain for four (4) years following termination of this Agreement full and complete documentation of all services and expenditures associated with performing the services covered under this Agreement. Expense documentation shall include: time sheets or payroll records for each employee; receipts for supplies; applicable subcontract expenditures; applicable overhead and indirect expenditures.
- E. In the event CONTRACTOR fails to comply with any provisions of this Agreement, COUNTY may withhold payment until such non-compliance has been corrected.

**XXI. LEGAL TRAINING INFORMATION**

If under this Agreement CONTRACTOR is to provide training of County personnel on legal issues, then CONTRACTOR shall submit all training and program material for prior review and written approval by County Counsel. Only those materials approved by County Counsel shall be utilized to provide such training.

**XXII. SUBCONTRACTS, ASSIGNMENT**

- A. CONTRACTOR shall obtain prior written approval from COUNTY before subcontracting any of the services delivered under this Agreement. CONTRACTOR remains legally responsible for the performance of all contract terms including work performed by third parties under subcontracts. Any subcontracting will be subject to all applicable provisions of this Agreement. CONTRACTOR shall be held responsible by COUNTY for the performance of any subcontractor whether approved by COUNTY or not.
- B. This Agreement is not assignable by CONTRACTOR in whole or in part, without the prior written consent of COUNTY.

**XXIII. AMENDMENT AND WAIVER**

Except as provided herein, no alteration, amendment, variation, or waiver of the terms of this Agreement shall be valid unless made in writing and signed by both parties. Waiver by either party of any default, breach, or condition precedent shall not be construed as a waiver of any other default, breach, or condition precedent, or any other right hereunder. No interpretation of any provision of this Agreement shall be binding upon COUNTY unless agreed in writing by DIRECTOR and counsel for COUNTY.

**XXIV. SUCCESSORS**

This Agreement shall bind the successors of COUNTY and CONTRACTOR in the same manner as if they were expressly named.

**XXV. TIME**

Time is of the essence of this Agreement.

**XXVI. INTERPRETATION**

This Agreement shall be deemed to have been prepared equally by both of the parties, and the Agreement and its individual provisions shall not be construed or interpreted more favorably for one party on the basis that the other party prepared it.

**XXVII. DIRECTOR**

As used in this Agreement, "DIRECTOR" shall mean the Director of the Department of Health Services, or his/her designee.

**XXVIII. DISPUTES**

In the event of any dispute arising out of or relating to this Agreement, the parties shall attempt, in good faith, to promptly resolve the dispute mutually between themselves. Pending resolution of any such dispute, CONTRACTOR shall continue without delay to carry out all its responsibilities under this Agreement unless the Agreement is otherwise terminated in accordance with the Termination provisions herein. COUNTY shall not be required to make payments for any services that are the subject of this dispute resolution process until such dispute has been mutually resolved by the parties. If the dispute cannot be resolved within 15 calendar days of initiating such negotiations or such other time period as may be mutually agreed to by the parties in writing, either party may pursue its available legal and equitable remedies, pursuant to the laws of the State of California. Nothing in this Agreement or provision shall constitute a waiver of any of the government claim filing requirements set forth in Title 1, Division 3.6, of the California Government Code or as otherwise set forth in local, state and federal law.

**XXIX. TERMINATION**

- A. Either party may terminate this Agreement without cause upon thirty (30) days' written notice to the other party. Notice shall be deemed served on the date of mailing. If notice of termination for cause is given by COUNTY to CONTRACTOR and it is later determined that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to this paragraph (A).
- B. COUNTY may terminate this Agreement for cause immediately upon giving written notice to CONTRACTOR should CONTRACTOR materially fail to perform any of the covenants contained in this Agreement in the time and/or manner specified. In the event of such termination, COUNTY may proceed with the work in any manner deemed proper by COUNTY. If notice of termination for cause is given by COUNTY to CONTRACTOR and it is later determined that CONTRACTOR was not in default or the default was excusable, then the notice of termination shall be deemed to have been given without cause pursuant to paragraph (A) above.
- C. COUNTY may terminate or amend this Agreement immediately upon giving written notice to CONTRACTOR that funds are not available because: 1) Sufficient funds are not appropriated in COUNTY'S Adopted or Adjusted Budget; 2) the COUNTY is advised that funds are not available from external sources for this Agreement or any portion thereof, including if distribution of such funds to the COUNTY is suspended or delayed; 3) if funds for the services and/or programs provided pursuant to this Agreement are not appropriated by the State; 4) funds that were previously available for this Agreement are reduced, eliminated and/or re-allocated by COUNTY as a result of budget or revenue reductions during the fiscal year.
- D. If this Agreement is terminated under Paragraph A or C above, CONTRACTOR shall only be paid for any service completed and provided prior to notice of termination. In the event of termination under paragraph A or C above, CONTRACTOR shall be paid an amount which bears the same ratio to the total compensation authorized by the Agreement as the services actually performed bear to the total services of CONTRACTOR covered by this Agreement, less payments of compensation previously made. In no event, however, shall COUNTY pay CONTRACTOR an amount which exceeds a pro rata portion of the Agreement total based on the portion of the Agreement term that has elapsed on the effective date of the termination.
- E. CONTRACTOR shall not incur any expenses under this Agreement after notice of termination and shall cancel any outstanding expense obligations to a third party that CONTRACTOR can legally cancel.

**XXX. REPORTS**

- A. CONTRACTOR shall, without additional compensation therefore, make fiscal, program evaluation, progress, and such other reports as may be reasonably required by DIRECTOR concerning CONTRACTOR's activities as they affect the contract duties and purposes herein. COUNTY shall explain procedures for reporting the required information.
- B. CONTRACTOR agrees that, pursuant to Government Code section 7522.56, CONTRACTOR shall make best efforts to determine if any of its employees or new hires providing direct services to the COUNTY are members of the Sacramento County Employees' Retirement System (SCERS). CONTRACTOR further agrees that it shall make a report bi-annually (due no later than January 31st and July 31st) to the COUNTY with a list of its employees that are members of SCERS along with the total number of hours worked during the previous 6 months. This report shall be forwarded to where Notice is sent pursuant to Roman numeral III of this Agreement.

**XXXI. AUDITS AND RECORDS**

Upon COUNTY's request, COUNTY or its designee shall have the right at reasonable times and intervals to audit, at CONTRACTOR's premises, CONTRACTOR's financial and program records as COUNTY deems necessary to determine CONTRACTOR's compliance with legal and contractual requirements and the correctness of claims submitted by CONTRACTOR. CONTRACTOR shall maintain such records for a period of four (4) years following termination of the Agreement, and shall make them available for copying upon COUNTY's request at COUNTY's expense. COUNTY shall have the right to withhold any payment under this Agreement until CONTRACTOR has provided access to CONTRACTOR's financial and program records related to this Agreement.

**XXXII. PRIOR AGREEMENTS**

This Agreement constitutes the entire contract between COUNTY and CONTRACTOR regarding the subject matter of this Agreement. Any prior agreements, whether oral or written, between COUNTY and CONTRACTOR regarding the subject matter of this Agreement are hereby terminated effective immediately upon full execution of this Agreement.

**XXXIII. SEVERABILITY**

If any term or condition of this Agreement or the application thereof to any person(s) or circumstance is held invalid or unenforceable, such invalidity or unenforceability shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application; to this end the terms and conditions of this Agreement are declared severable.

**XXXIV. FORCE MAJEURE**

Neither CONTRACTOR nor COUNTY shall be liable or responsible for delays or failures in performance resulting from events beyond the reasonable control of such party and without fault or negligence of such party. Such events shall include but not be limited to acts of God, strikes, lockouts, riots, acts of war, epidemics, acts of government, fire, power failures, nuclear accidents, earthquakes, unusually severe weather, acts of terrorism, or other disasters, whether or not similar to the foregoing, and acts or omissions or failure to cooperate of the other party or third parties (except as otherwise specifically provided herein).

**XXXV. TRANSITION OF CARE**

If CONTRACTOR provides services to patients/clients under the terms of this AGREEMENT, CONTRACTOR shall cooperate with COUNTY and any other Provider of services in circumstances where Patient care is transferred from CONTRACTOR to another Provider. CONTRACTOR understands and agrees that such cooperation is necessary for coordination of care and will make all reasonable efforts to make such transfers as seamless for the Patient as is possible.

**XXXVI. SURVIVAL OF TERMS**

All services performed and deliverables provided pursuant to this Agreement are subject to all of the terms, conditions, price discounts and rates set forth herein, notwithstanding the expiration of the initial term of this Agreement or any extension thereof. Further, the terms, conditions, and warranties contained in this Agreement that by their sense and context are intended to survive the completion of the performance, cancellation, or termination of this Agreement shall so survive.

**XXXVII. DUPLICATE COUNTERPARTS**

This Agreement may be executed in duplicate counterparts. The Agreement shall be deemed executed when it has been signed by both parties.

Signatures scanned and transmitted electronically shall be deemed original signatures for purposes of this Agreement, with such scanned signatures having the same legal effect as original signatures. This Agreement may be executed through the use of an electronic signature and will be binding on each party as if it were physically executed.

**XXXVIII. AUTHORITY TO EXECUTE**

Each person executing this Agreement represents and warrants that he or she is duly authorized and has legal authority to execute and deliver this Agreement for or on behalf of the parties to this Agreement. Each party represents and warrants to the other that the execution and delivery of the Agreement and the performance of such party's obligations hereunder have been duly authorized.

**XXXIX. DRUG FREE WORKPLACE**

If the contract is funded in whole or in part with State funds the CONTRACTOR shall comply, and require that its Subcontractors comply, with Government Code Section 8355. By executing this contract Contractor certifies that it will provide a drug free workplace pursuant to Government Code Section 8355.

**XL. CLEAN AIR ACT AND WATER POLLUTION CONTROL ACT**

CONTRACTOR shall comply with applicable standards of the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended. Subcontracts (Subgrants) of amounts in excess of \$150,000 must contain a provision that requires the non-Federal awardee to agree to comply with all applicable standards, orders or regulations issued pursuant to the two Acts cited in this section. Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

**XLI. CULTURAL AND LINGUISTIC PROFICIENCY**

To ensure equal access to quality care by diverse populations, CONTRACTOR shall adopt the federal Office of Minority Health Culturally and Linguistically Appropriate Service (CLAS) national standards, which can be found at <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>.

**XLII. COVID-19 REQUIREMENTS**

CONTRACTOR shall be solely and completely responsible for implementing the applicable COVID-19 guidelines from the California Division of Industrial Safety, the Centers for Disease Control and Prevention (CDC), and the Occupational Safety and Health Administration's (OSHA) non-emergency COVID-19 prevention regulations. (see Title 8 sections 3205, 3205.1, 3205.2, and 3205.3 (2023).)

**XLIII. ADDITIONAL PROVISIONS**

The additional provisions contained in Exhibits A, B, C, D, E, and F attached hereto are part of this Agreement and are incorporated herein by reference.



IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the day and year first written above.

**COUNTY OF SACRAMENTO, a political subdivision of the State of California**      **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

By \_\_\_\_\_  
Timothy W. Lutz, Director, Department of Health Services, or  
designee. Approval delegated pursuant to Sacramento County  
Code Section 2.61.012 (h)

DocuSigned by:  
*Janea Marking*  
By \_\_\_\_\_  
6D79D9C4D46A455  
Janea Marking, Chief Business and Operations Officer

Date: \_\_\_\_\_

Date: 7/15/2024

CONTRACT AND CONTRACTOR TAX STATUS  
REVIEWED AND APPROVED BY COUNTY COUNSEL

By: Corrie L. Bute Date: 05/16/2024

**EXHIBIT A to AGREEMENT  
Between the COUNTY OF SACRAMENTO,  
Hereinafter referred to as “COUNTY”, and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Hereinafter referred to as “CONTRACTOR”**

**SCOPE OF SERVICES FOR THE WORKFORCE, EDUCATION, AND TRAINING (WET) CAREER PATHWAY PROGRAM FOR INTEGRATED MENTAL HEALTH CURRICULUM AND EXPERIENTIAL LEARNING OPPORTUNITIES**

**I. CONTRACTUAL DISTRICT LOCATION**

**Facility Name(s):** Sacramento City Unified School District (SCUSD)  
**Street Address:** 5735 47<sup>th</sup> Street  
**City and Zip Code:** Sacramento, CA 95824

**II. CONTRACT SCHOOL LOCATION**

**Facility Name(s):** Arthur A. Benjamin Health Professions High School (AABPHS)  
**Street Address:** 451 McClatchy Way  
**City and Zip Code:** Sacramento, CA 95818

**III. SERVICE PERFORMANCE MONITOR**

**Title and Name:** Human Services Program Planner, currently Vanessa Cuevas-Romero, ASW  
**Organization:** Department of Health Services, Behavioral Health Services (BHS)  
**Street Address:** 7001 – A East Parkway, Suite 300  
**City and Zip Code:** Sacramento, CA 95823

**IV. DESCRIPTION OF SERVICES:**

As part of the Mental Health Services Act (MHSA), Workforce, Education, and Training (WET) component, the CONTRACTOR, Sacramento City Unified School District (SCUSD), through its Arthur A. Benjamin Health Professions High School (AABPHS) staff, shall provide consultation, planning, coordination, and written core curriculum development services to COUNTY regarding refinement and continued implementation of an integrated mental/behavioral health program of study and associated activities for grades nine through twelve. Throughout this mental/behavioral health career pathway, high school students will be introduced to the field of mental/behavioral health and associated careers for the purposes of enhancing their education, informing their future careers (by developing their interests in mental/behavioral health careers and related fields of study), promoting cultural and linguistic diversity in health professions and expanding their capacity to serve others.

In coordination, CONTRACTOR shall work with COUNTY as they continue to refine and apply an integrated mental/behavioral health written core curriculum that meet the needs of the WET component of the MHSA and BHS and execute stated curriculum and associated activities during the 2024/25 academic school year.

Throughout the 2024/25 school year, the focus will be on updating and enhancing the curriculum for grades nine through twelve to: 1.) improve student’s mental health literacy; 2.) develop specific understanding and competencies that students can build upon from year to year; 3.) engage students in their learning in an interactive, experiential way that stimulates critical thinking and a desire to pursue mental/behavioral health professions and career opportunities. Additionally, students will be connected to mentoring, future job opportunities and better health outcomes for themselves and their communities.

Increased focus and attention shall also be on developing and/or creating more stipend and wage opportunities that provide students with increased options to learn more about public mental health/behavioral health services and careers provided to the diverse communities of Sacramento County through community-based organizations and other public mental health/behavioral health service providers. CONTRACTOR shall work with COUNTY in developing, creating, and sustaining volunteer or paid opportunities (stipends and/or wages) for students, expanding those opportunities through pursuit of grants or other funding sources that will increase student’s knowledge, improve student awareness and understanding of public mental health services and related mental/behavioral health fields of study and associated career pathways. Through these efforts students will have the opportunity to transform their health sciences education into final projects like health fairs and public service announcements that deliver important health messages, resources and

information to their fellow students, peers and their communities. COUNTY will work with CONTRACTOR in identifying potential community provider locations where students may obtain hands-on experience and have meaningful opportunities to directly observe and understand the knowledge they have received in the classroom, to advance their learning, increase their confidence and improve critical thinking skills. CONTRACTOR may subcontract with an organization to 1) support identification, training, and operations of student internships 2) support the activities and development of service learning projects 3) and/or activities that promote high-quality Peer-to-Peer Support Programs that are designed to rapidly increase youth mental wellness supports, and respond to the preference of youth to speak with peers before turning to adults or mental health/behavioral health professionals. CONTRACTOR must obtain written permission from COUNTY prior to subcontracting with an organization.

**V. SERVICE REQUIREMENTS:**

CONTRACTOR shall:

- A. Operate this contract within the Arthur A. Benjamin Health Professions High School (AABHPHS) to fulfill the terms and conditions of this Agreement.
- B. Utilize AABHPHS staff to collaborate, coordinate, and work in conjunction with COUNTY in the refinement of a written mental health/behavioral health core curriculum and continued implementation of an integrated mental health/behavioral health program of study and associated activities for grades nine through twelve.
- C. Work with COUNTY to update and enhance an integrated mental health/behavioral health curriculum using COUNTY approved terms and concepts related to mental health/behavioral health that meets the needs of the WET component of the MHSA, the BHS and the SCUSD, and further implement stated curriculum and associated activities during the 2024/25 academic school year.
- D. Continue to provide meaningful opportunities for students to learn about the following: wellness, recovery, and resiliency, including learning about Wellness Recovery Action Plan, a self-designed prevention and wellness process that anyone can use to get well and stay well when dealing with physical, mental and emotional health challenges; stigma and discrimination regarding mental illness; consumer and family member driven mental health systems; peer supports (including youth, family, and peer partners); mental health viewpoints in different cultures; efforts to eliminate mental health/behavioral health disparities and promote health and mental health equity for all communities; and other community defined practices, promising practices or evidence based practices.
- E. Continue to provide meaningful opportunities that enhance students’ knowledge of cultural humility, cultural formulation, and culturally-based traditional healing practices that are relevant to culturally and linguistically diverse populations in Sacramento County. This includes enhancing student’s awareness and understanding of cultural, social, economic, and ethical factors of providing culturally competent care.
- F. Continue to provide meaningful opportunities for community collaboration regarding mental health/ behavioral health, such as guest speakers (with an emphasis on helping students develop Cultural Competence), field trips, panel discussions, shadowing mental health/behavioral health workers, or internships with stipends in community public mental health/behavioral health settings, etc.
- G. Assist students interested in mental health/behavioral health to develop that interest into their Senior Project (12th grade), which utilizes research skills, critical thinking skills, community/civic engagement, portfolio development, and exploration of higher education and careers in mental health/behavioral health fields.
- H. Expand outreach to junior high school students to introduce them to careers in the mental/behavioral health fields.
- I. As related to the services of this contract, when required by COUNTY, have representative staff attend COUNTY sponsored meetings and other work groups established and scheduled.
- J. Make available and disseminate to students, staff and family members educational materials related to mental health/behavioral health, including educational requirements for various mental health/ behavioral health careers.
- K. Adhere to the guidelines and policies and procedures issued by COUNTY Quality Management.

**VI. TRAINING REQUIREMENTS**

CONTRACTOR shall:

- A. Identify select teaching staff from the AABHPHS campus to participate in COUNTY identified trainings or externships for refinement. This will enhance the mental/behavioral health literacy of identified teachers and provide them with resources designed to assist them in their engagement with students around community mental/behavioral health, resilience, stigma and discrimination and related topics of discussion, including Mindfulness practice and the importance

of connectedness and building strong relationships. These trainings and externships should also enhance the teacher’s knowledge and understanding of mental disorders, possible treatments, suicide awareness and prevention, and provide information regarding community mental/behavioral health resources.

**VII. PERFORMANCE OUTCOMES**

- A. The intended outcomes of the Workforce, Education, and Training (WET) Career Pathway Program for Integrated Mental Health Curriculum and Experiential Learning Opportunities will include the continued refinement of a curriculum, including supplemental learning activities, which can be utilized by COUNTY to create new regional partnerships among educational entities with high enrollment of students from unserved, underserved, or inappropriately served racially, culturally, ethnically, and linguistically diverse communities. Partnering with such entities will aid in the recruitment of high school students reflective of the diversity of the community for higher education and careers in mental health/behavioral health.
- B. The outcomes of the WET Career Pathway Program for Integrated Mental Health Curriculum and Experiential Learning Opportunities program are:
  - 1. Increase in students’ awareness of various careers within the mental health/behavioral health field and knowledge of how to pursue a career within the mental health/behavioral health field.
  - 2. Increase in the number of students who are interested in pursuing a career in the mental health/behavioral health field.
  - 3. Increase in students’ awareness about ways to promote culturally competent mental health and wellness.
  - 4. Increase in students’ awareness about ways in which they can reduce stigma and discrimination regarding mental illness.
  - 5. Increase in school personnel’s ability to identify and communicate mental health concerns within the high school environment.

**VIII. EVALUATION**

- A. CONTRACTOR shall evaluate the activities to measure short-term outcomes of the following:
  - 1. Developing a baseline through a survey of the 2024/25 academic year pupils, grades 9 through 12 of AABHPHS regarding awareness of mental health issues and mental health/behavioral health career options. The required pretest survey shall be conducted at the start of the academic year and results shall be submitted to COUNTY within 30 days of completion. A posttest survey shall be administered by CONTRACTOR at the end of the academic year, and an analysis of change comparing pretest with posttest survey results shall be submitted to COUNTY prior to the end of the contract term. CONTRACTOR is required to ensure that students from all grade levels complete, in full, pretest and posttest surveys at the appropriate noted time frames and/or dates stated above. The surveys shall be developed in conjunction with COUNTY and be administered and analyzed by the CONTRACTOR.
- B. CONTRACTOR shall provide a summary narrative, between 3 and 5 pages in length, 30 days after the conclusion of the first semester and second semester during the contract term. This summary narrative shall discuss successes, challenges, what worked, what could have worked better, etc. In addition, CONTRACTOR shall provide an aggregate summary report of assessment scores on mental health awareness or other comprehensive measurement used to determine progress in the administration of the mental health/behavioral health curriculum including, but not limited to:
  - 1. Overview of the curriculum and materials developed and taught specific to improving student mental health and wellness literacy. In detail, outline how activities increased:
    - a. Students’ awareness to promote culturally competent mental health and wellness.
    - b. Students’ awareness in reducing stigma and discrimination for mental illness.
    - c. School personnel’s ability to identify and communicate mental health concerns within the high school.
  - 2. Overview of activities increasing student options to learn more about public mental health/behavioral health professions. Including, mentoring, career exploration, service learning, workforce development, and internships. Provide full details of activities and number of students engaged in activities, and outline how activities increased:
    - a. Students’ awareness of various careers within the mental health/behavioral health field and knowledge of how to pursue a career within the mental health/behavioral health field.
    - b. Students who are interested in pursuing a career in the mental health/behavioral health field.
  - 3. Summary report of assessment scores on mental health awareness described above in item VII. A,
- C. The extent to which these outcomes are achieved will be measured and/or documented by COUNTY.

**IX. ADDITIONAL PROVISIONS**

- A. CONTRACTOR shall adhere, when applicable, to the guidelines and policies and procedures issued by COUNTY.
- B. CONTRACTOR shall collaborate with the COUNTY to track services provided and collect comprehensive surveys, including pretest and posttest surveys to each section and grade of learning.
- C. CONTRACTOR shall provide bi-annual written reports describing program activities and data evaluating the program effectiveness to the COUNTY Service Performance Monitor to ensure quality management. Reports shall be emailed to the Service Performance Monitor within 30 days after the conclusion of the first semester and second semester during the contract term.
- D. In the event that CONTRACTOR is required by subpoena to testify in any matter arising out of or concerning this Agreement by any party other than COUNTY, CONTRACTOR shall not be entitled to any compensation from COUNTY for time spent or expense incurred in giving or preparing for such testimony, including travel time. CONTRACTOR must seek compensation from the subpoenaing party, and COUNTY shall not be liable if CONTRACTOR fails to receive compensation.

**COUNTY OF SACRAMENTO**

**TRAINING AGREEMENT NO. 7202100-25-052**

**EXHIBIT B to Agreement  
between the COUNTY OF SACRAMENTO,  
hereinafter referred to as "COUNTY," and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, hereinafter referred  
to as "CONTRACTOR"**

**COUNTY OF SACRAMENTO  
DEPARTMENT OF HEALTH SERVICES  
INSURANCE REQUIREMENTS**

**INSURANCE OR SELF-INSURANCE REQUIREMENTS FOR CONTRACTORS**

Each party, at its sole cost and expense, shall carry insurance -or self-insure- its activities in connection with this Agreement, and obtain, keep in force and maintain, insurance or equivalent programs of self-insurance, for general liability, workers compensation, property, professional liability, cyber liability, and business automobile liability adequate to cover its potential liabilities hereunder. Each party agrees to provide the other thirty (30) days' advance written notice of any cancellation, termination, or lapse of any of the insurance or self-insurance coverages. Failure to maintain insurance as required in this Agreement is a material breach of contract and is grounds for termination of the Agreement.

COUNTY OF SACRAMENTO

TRAINING AGREEMENT NO 7202100-25-052

**EXHIBIT C to Agreement  
between the COUNTY OF SACRAMENTO  
hereinafter referred to as "COUNTY," and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**BUDGET REQUIREMENTS**

**I. MAXIMUM TOTAL PAYMENT TO CONTRACTOR**

- A. The Maximum Total Payment Amount under this Agreement shall not exceed \$30,000. This contract is not subject to cost settlement. A competitive selection process is not required for this contract, because the contract amount is less than \$100,000.

<b>Program Name</b>	<b>Workforce, Education, And Training (Wet) Career Pathway Program For Integrated Mental Health Curriculum And Experiential Learning Opportunities</b>			
<b>Payment Level</b>	<b>Mode of Service</b>	<b>SFC</b>	<b>Funding Source</b>	<b>Amount</b>
MAXIMUM	60	78	Non-Federal	\$ 30,000
<b>Maximum Total Payment Amount</b>				<b>\$ 30,000</b>

- B. CONTRACTOR shall not be reimbursed for any cost that exceeds any, or all of the funding source maximum payment amounts in Section I A of this Exhibit C.
- C. Notwithstanding any other terms and provisions of this Agreement, reimbursement for services rendered from July 1 through August 31 during the term of this Agreement shall not exceed \$5,000 until the final budget is adopted by COUNTY.
- D. If CONTRACTOR exhausts the Maximum Payment Amount prior to June 30th of any applicable fiscal year, CONTRACTOR shall not receive any further compensation for that fiscal year. CONTRACTOR shall continue to operate under the terms and conditions set forth in this Agreement.
- E. CONTRACTOR shall not be reimbursed for any overhead and allocated expenses in excess of 15% of actual Salaries and Employee Benefits and Operating Expenses.

**II. COMPENSATION FOR SERVICES**

- A. In addition to Paragraph XX of this Agreement, COUNTY shall make payments on a quarterly basis for services rendered during the preceding quarter upon the receipt of an appropriate and correct invoice for services submitted by CONTRACTOR. COUNTY shall serve as the fiscal intermediary for claiming and reimbursement for services as described in Exhibit A of this Agreement, and to act on CONTRACTOR's behalf with regard to claiming.
  - 1. If CONTRACTOR requires a payment in less than the agreed upon 30 days, CONTRACTOR shall submit a detailed written appeal to COUNTY substantiating the request. At the sole discretion of DIRECTOR, COUNTY may on a limited basis authorize payment to be expedited within the constraints of the COUNTY reimbursement process. Approved rush payment may incur a processing fee.
  - 2. CONTRACTOR shall not be reimbursed for any cost that exceeds the individual funding source amounts, and/or maximum program payment amount, as set forth in Section I.A, Maximum Payment to CONTRACTOR, of this Exhibit C, except as may be changed as stated in Section IV.B, (Budget), of this Exhibit C.
  - 3. For services that cannot be claimed through the COUNTY electronic billing system (Avatar), CONTRACTOR shall produce an itemized quarterly invoice in an amount not to exceed actual expenditures incurred during the reporting period.
- B. It is understood that the validity of such quarterly billings, in terms of their compliance with state regulations, is subject to the review of the State of California and that COUNTY will be making payments on said billings in advance of said review and approval by the State, and in advance of the reimbursement by the State to COUNTY for sums expended thereunder. In the event any claim, or part thereof, is disapproved by the State, CONTRACTOR shall take all actions necessary to obtain such approval. In the event that COUNTY is not reimbursed by the State for any amount it has paid to CONTRACTOR hereunder, CONTRACTOR shall reimburse COUNTY in the amount of such overpayment within thirty (30) days, or, at the sole discretion of DIRECTOR, COUNTY may withhold such amounts from any payments due under this Agreement or any successor agreement.
 

CONTRACTOR shall not be reimbursed for cost associated with any non-reimbursable claim.



**III. USE OF FUNDS AND PAYMENT LIMITATION**

- A. CONTRACTOR shall use the funds provided by COUNTY exclusively for the purposes of performing the services described in Exhibit A of this Agreement.
- B. CONTRACTOR shall obtain written authorization from COUNTY prior to entering into any lease, purchase agreement, or purchase in excess of \$5,000.
  - 1. COUNTY may withhold payment until unauthorized lease, purchase agreement, or purchase have been rectified, or reduce the Maximum Payment to CONTRACTOR, or terminate this Agreement.
  - 2. CONTRACTOR shall maintain sole responsibility for any or all lease, purchase agreement(s) or purchase(s) whereby the lease, purchase agreement, or purchase exceeds the term of this Agreement. CONTRACTOR shall obtain prior written authorization from COUNTY for all costs associated with an early termination of CONTRACTOR’s lease, purchase agreement or purchase.
  - 3. COUNTY will respond to such requests within 30 working days.
- C. Regardless of cost, for subcontracting of services consistent with the last paragraph of Exhibit A, Item IV, CONTRACTOR must obtain written permission from County prior to subcontracting.
- D. This Exhibit C shall be the basis for and limitation of payments by COUNTY to CONTRACTOR for the services described in this Agreement. COUNTY shall pay to CONTRACTOR a sum not to exceed the lesser of:
  - 1. The amount indicated in Section I.A. Maximum Payment to CONTRACTOR of this Exhibit C (this maximum payment amount by funding source may be modified in accordance with Section IV, subsection B), or
  - 2. The actual gross cost of services provided under this Agreement determined in accordance with the procedures and audit provisions set forth in Paragraph XX and Paragraph XXXI of this Agreement and Section I and Section II of this Exhibit C.
- E. The Budget as described below is subject to revision upon written notice by COUNTY to CONTRACTOR as provided in this Agreement. Upon notice of revision, CONTRACTOR shall adjust services accordingly. Said revisions shall constitute an amendment to this Agreement.

**IV. BUDGET**

- A. COUNTY shall use a separate Budget for each fiscal year this Agreement is in effect.
- B. At the sole discretion of COUNTY, one or several of the funding source amounts in Section I.A, Maximum Payment to CONTRACTOR of this Exhibit C, upon written notice from COUNTY, may be reduced or increased in order to balance to the maximum total payment amount.
- C. Any requests for changes to the budget sections must be made in writing to COUNTY by CONTRACTOR prior to May 30<sup>th</sup> of the current fiscal year. Approval in writing shall constitute an amendment to the Agreement.
- D. CONTRACTOR shall be paid in accordance with the following Budget:

LINE ITEM	BUDGET
curriculum development, operating expenses/materials, training	\$30,000.00
<b>TOTAL</b>	<b>\$ 30,000.00</b>

**COUNTY OF SACRAMENTO****TRAINING AGREEMENT NO. 7202100-25-052**

**EXHIBIT D to Agreement  
between the COUNTY OF SACRAMENTO,  
hereinafter referred to as "COUNTY", and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**ADDITIONAL PROVISIONS****I. LAWS, STATUTES, AND REGULATIONS**

- A. CONTRACTOR shall abide by all applicable state, federal, and county laws, statutes, and regulations, including but not limited to the Bronzan-McCorquedale Act (Welfare and Institutions Code, Divisions 5, 6, and 9, Sections 5600 et seq., and Section 4132.44), Title 9 and Title 22 of the California Code of Regulations, Title XIX of the Social Security Act, State Department of Health Care Services (DHCS) Policy Letters, and Title 42 of the Code of Federal Regulations, Section 434.6 and 438.608, in carrying out the requirements of this Agreement.
- B. CONTRACTOR shall comply with all Policies and Procedures adopted by COUNTY to implement federal/state laws and regulations.
- C. CONTRACTOR shall comply with the requirements mandated for culturally competent services to diverse populations, including but not limited to California Code of Regulations, Title 9, Rehabilitative and Developmental Services, Division 1, Department of Mental Health, Chapter 11, Medi-Cal Specialty Mental Health Services, Subchapter 1, General Provisions, Article 4, Section 1810.410 (a-e). CONTRACTOR agrees to abide by the Assurance of Cultural Competence Compliance document, as provided by COUNTY, and shall comply with its provisions.

**II. LICENSING, CERTIFICATION, AND PERMITS**

- A. CONTRACTOR agrees to furnish professional personnel in accordance with the regulations, including all amendments thereto, issued by the State of California or COUNTY. CONTRACTOR shall operate continuously throughout the term of this Agreement with at least the minimum of staff required by law for provision of services hereunder; such personnel shall be qualified in accordance with all applicable laws and regulations.
- B. CONTRACTOR shall make available to COUNTY, on request of DIRECTOR, a list of the persons who will provide services under this Agreement. The list shall state the name, title, professional degree, and work experience of such persons.

**III. OPERATION AND ADMINISTRATION**

- A. CONTRACTOR agrees to furnish at no additional expense to COUNTY beyond the amounts identified as NET BUDGET/MAXIMUM PAYMENT TO CONTRACTOR in Exhibit C, all space, facilities, equipment, and supplies necessary for its proper operation and maintenance.
- B. CONTRACTOR, if incorporated, shall be in good standing and operate according to the provisions of its Articles of Incorporation and By-Laws. Said documents and any amendments thereto shall be maintained and retained by CONTRACTOR and made available for review or inspection by DIRECTOR at reasonable times during normal business hours.
- C. CONTRACTOR shall forward to DIRECTOR all copies of its notices of meetings, minutes, and public information, which are material to the performance of this Agreement.
- D. CONTRACTOR agrees that all materials created for public dissemination shall reflect the collaborative nature of all programs and/or projects. All program announcements, websites, brochures, and press releases shall include the Sacramento County logo, and shall adhere to the Logo Style Guide provided by COUNTY. Additionally, the program announcements, websites, brochures and press releases shall state the following language:
  - 1. If MHSA funding is present in Exhibit C of this Agreement, "This program is funded by the Division of Behavioral Health Services through the voter approved Proposition 63, Mental Health Services Act (MHSA)."

2. If MHSA funding is not present in Exhibit C of this Agreement, “This program is funded by the Sacramento County Division of Behavioral Health Services”.
3. Oral presentations shall include the above required statement.

#### **IV. CONFIDENTIALITY**

- A. CONTRACTOR is subject to, and agrees to comply and require his or her employees to comply with the provisions of Sections 827, 5328, 5330, 5610 and 10850 of the Welfare and Institutions Code, Division 19-000 of the State of California Department of Social Services Manual of Policies and Procedures, Code of Federal Regulations Title 45, Section 205.50, and all other applicable laws and regulations to assure that:
  1. All applications and records concerning an individual made or kept by CONTRACTOR, COUNTY, or any public officer or agency in connection with the Welfare and Institutions Code relating to any form of public social services or health services provided under this Agreement shall be confidential and shall not be open to examination for any purpose not directly connected with the administration of such public social or health services.
  2. No person will publish or disclose, or use or cause to be published, disclosed, or used, any confidential information pertaining to an applicant or recipient of services. Applicant and recipient records and information shall not be disclosed by CONTRACTOR to third parties without COUNTY’s consent or the consent of the applicant/recipient.
- B. CONTRACTOR agrees to inform all of his/her employees, agents, subcontractors and partners of the above provisions and that knowing and intentional violation of the provisions of said state and federal laws is a misdemeanor.
- C. CONTRACTOR is subject to, and agrees to comply when applicable, with the Health Insurance Portability and Accountability Act of 1996 (HIPAA)(42 USC § 1320d) and regulations promulgated thereunder by the U.S. Department of Health and Human Services and other applicable laws and regulations.

#### **V. CLINICAL REVIEW AND PROGRAM EVALUATION**

- A. CONTRACTOR shall permit, at any reasonable time, personnel designated by DIRECTOR to come on CONTRACTOR’s premises for the purpose of making periodic inspections and evaluations. CONTRACTOR shall furnish DIRECTOR with such information as may be required to evaluate fiscal and clinical effectiveness of the services being rendered.
- B. DIRECTOR or his designee shall represent COUNTY in all matters pertaining to services rendered pursuant to this Agreement, including authorization for admission, care, and discharge of all clients for whom reimbursement is required under this Agreement.

#### **VI. REPORTS**

- A. CONTRACTOR shall provide accurate and timely input of services provided in the COUNTY’s Electronic Health Record (EHR), in accordance with COUNTY’s policy, so that COUNTY can generate a monthly report of the units of service performed.
- B. CONTRACTOR shall, without additional compensation therefore make further fiscal, program evaluation and progress reports as may be reasonably required by DIRECTOR or by the DHCS concerning CONTRACTOR’s activities as they affect the contract duties and purposes herein. COUNTY shall explain procedures for reporting the required information.

#### **VII. RECORDS**

- A. Patient Records: CONTRACTOR shall maintain adequate patient records on each individual patient, which shall include diagnostic studies, records of patient interviews, treatment plans, progress notes, and records of services provided by various professional and paraprofessional personnel, in sufficient detail to permit an evaluation of services. Such records shall comply with all applicable federal, state, and COUNTY record maintenance requirements.
- B. Service and Financial Records: CONTRACTOR shall maintain complete service and financial records, which clearly reflect the actual cost and related fees received for each type of service for which payment is claimed. The patient eligibility

determination and the fees charged to and collected from patients shall also be reflected therein. Any apportionment of costs shall be made in accordance with Generally Accepted Accounting Principles (GAAP).

- C. Review, Inspection, and Retention of Records: At reasonable times during normal business hours, the DHCS, COUNTY or DIRECTOR, the appropriate audit agency of any of them, and the designee of any of them shall have the right to inspect or otherwise evaluate the cost, quality, appropriateness and timeliness of services performed and to audit and inspect any books and records of CONTRACTOR which pertain to services performed and determination of amount payable under this Agreement. Upon expiration or termination of this Agreement all patient records shall be kept for a minimum of 7 years from the date of discharge and in the case of minors, for at least 1 year after the minor patient's eighteenth birthday, but in no case less than 7 years from the date of discharge. Service and financial records shall be retained by CONTRACTOR for a minimum period of 4 years after the termination of this Agreement, or until audit findings are resolved, whichever is later.

**VIII. PATIENT FEES**

- A. The Uniform Method of Determining Ability to Pay prescribed by DHCS shall be applied when services to patients are involved, in accordance to applicable COUNTY policies and procedures.
- B. Charges for services to either patients or persons responsible shall approximate estimated actual cost.
- C. CONTRACTOR shall use the Uniform Billing and Collection Guidelines prescribed by DHCS.

**IX. AUDIT/REVIEW REQUIREMENTS**

- A. Federal OMB Audit Requirements (also known as Omni Circular or Super Circular) for Other Than For-Profit Contractors 2 CFR 200.501 requires that non-Federal entities that expend \$1,000,000 or more (from all Federal sources) in a year in Federal Awards must have an annual single or program specific Audit in accordance with the OMB requirements. 2 CFR 200.512 sets forth the requirements for filing the Audit with the Federal Audit Clearinghouse (FAC).
- B. COUNTY Requirements for Non-Profit, For-Profit, Governmental and School District Contractors  
 In addition to the OMB requirements of paragraph A of this section, COUNTY requires CONTRACTOR to provide an annual Audited or Reviewed financial statement as follows:
  - 1. Annual Audited financial statements and accompanying Auditor's report and notes is required from CONTRACTOR when DHS has awarded contracts totaling \$250,000 or more for any twelve month period. The Audited financial statement shall be prepared in accordance with Generally Accepted Accounting Principles (GAAP) and the Audit shall be performed by an independent Certified Public Accountant in accordance with Generally Accepted Auditing Standards (GAAS).
  - 2. Annual Reviewed financial statements are required from CONTRACTOR when DHS has awarded contracts totaling less than \$250,000, but more than \$100,000 for any twelve month period. The Reviewed financial statement shall be prepared by an independent Certified Public Accountant in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA. Audited financial statements may be substituted for Reviewed financial statements.
  - 3. Should any audit findings be noted in the Audit or Review CONTRACTOR must submit a Corrective Action Plan with the Audit or Review detailing how the audit findings will be addressed.
  - 4. If management letters are issued by a Certified Public Accountant separate from the audit CONTRACTOR is required to provide copies to COUNTY, and submit corrective action plans to address findings or recommendations noted in the management letters.
  - 5. The annual Audited or Reviewed financial statement shall include a Summary of Auditor's Results.
- C. Term of the Audit or Review  
 The Audit(s) or Review(s) shall cover the entire term of the contract(s). If CONTRACTOR'S fiscal year is different than the contract term, multiple Audits or Reviews shall be required, in order to cover the entire term of the contract.
- D. Termination

If the Agreement is terminated for any reason during the contract period, the Audit or Review shall cover the entire period of the Agreement for which services were provided.

E. Submittal and Due Dates for Audits or Reviews

CONTRACTOR shall provide to COUNTY 1 copy of the Audit or Review, as required in this section, due six months following the end of CONTRACTOR'S fiscal year. Audit or Review shall be sent to:

Contracts Manager  
County of Sacramento  
Department of Health Services  
7001 –A East Parkway, Suite 1000C  
Sacramento, CA 95823

F. Request for Extension of Due Date

CONTRACTOR may request an extension of the due date for the Audit or Review in writing. Such request shall include the reason for the delay, a specific date for the extension and be sent to:

Contracts Manager  
County of Sacramento  
Department of Health Services  
7001 –A East Parkway, Suite 1000C  
Sacramento, CA 95823

G. Past Due Audit/Review

COUNTY may withhold payments due to CONTRACTOR from all past, current and future DHS contracts when past, current or future audits/reviews are not provided to COUNTY by due date or approved extended due date.

H. Overpayments

Should any overpayment of funds be noted in the Audit or Review, CONTRACTOR shall reimburse COUNTY the amount of the overpayment within 30 days of the date of the completion of the Audit or Review.

**X. SYSTEM REQUIREMENTS**

- A. CONTRACTOR shall adhere to the guidelines, policies and procedures issued by the County Department of Technology (DTech) for use of COUNTY computers, software, and systems.
- B. CONTRACTOR shall utilize the COUNTY's Electronic Health Record (EHR) for all County Mental Health Plan (MHP) functions including, but not limited to, client demographics, services/charges, assessments, treatment plans and progress notes. CONTRACTOR has the right to choose not to use the COUNTY's EHR system but must comply with all necessary requirements involving electronic health information exchange between the CONTRACTOR and the COUNTY. The CONTRACTOR must submit a plan to the COUNTY for approval demonstrating how the requirements will be met.

**XII. EQUIPMENT OWNERSHIP**

COUNTY shall have and retain ownership and title to all equipment identified to be purchased by CONTRACTOR under Exhibit C of this Agreement. CONTRACTOR shall furnish, and amend as necessary, a list of all equipment purchased under this Agreement together with the bills of sale and any other documents as may be necessary to show clear title and reasonableness of the purchase price. The equipment list shall specify the quantity, name, description, purchase price, and date of purchase of all equipment. CONTRACTOR shall make all equipment available to COUNTY during normal business hours for tagging or inventory. CONTRACTOR shall deliver all equipment to COUNTY upon termination of this Agreement.

**XIII. PATIENTS RIGHTS/GRIEVANCES**

- A. CONTRACTOR shall give to all patients written notice of their rights pursuant to and in compliance with California Welfare and Institutions Code Section 5325 et seq.; California Code of Regulations Title 9, Section 860 et seq.; Title XIX of the Social Security Act; and Title 42, Code of Federal Regulations. In addition, in all facilities providing the services described herein, CONTRACTOR shall have prominently posted in the predominant language of the community a list of the patient's rights.

- B. As a condition of reimbursement, CONTRACTOR shall provide the same level of treatment to beneficiaries served under this Agreement as provided to all other patients served.
- C. CONTRACTOR shall not discriminate against any beneficiary of services provided under this Agreement in any manner.
- D. CONTRACTOR agrees to provide a system through which recipients of service shall have the opportunity to express and have considered their views, grievances, and complaints regarding the delivery of services, including affording recipients notice of adverse determination and a hearing thereon to the extent required by law.

**XIV. ADMISSION POLICIES**

CONTRACTOR's admission policies (if applicable) shall be in writing and available to the public and shall include a provision that patients are accepted for care without discrimination as described in this Agreement.

**XV. HEALTH AND SAFETY**

- A. CONTRACTOR shall maintain a safe facility.
- B. CONTRACTOR shall store and dispense medication in compliance with all applicable state, federal, and COUNTY laws and regulations.

**XVI. MANDATED REPORTING**

CONTRACTOR shall comply with the training requirements for identification and reporting of child abuse, adult, and dependent adult abuse as defined in Penal code Section 11165.7 and the Welfare and Institutions Code Section 15630-15632. All training shall be documented in an individual personnel file. CONTRACTOR shall establish procedures for paid and volunteer staff for reporting suspected child abuse cases.

**XVII. BACKGROUND CHECKS**

CONTRACTOR shall not assign or continue the assignment of any employees, agents (including subcontractors), students, or volunteers ("Assigned Personnel") who have been convicted or incarcerated within the prior 10 years for any felony as specified in Penal Code § 667.5 and/or 1192.7, to provide direct care to clients.

**XVIII. BASIS FOR ADVANCE PAYMENT**

- A. Pursuant to Government Code § 11019(c) this Agreement allows for advance payment once per fiscal year when CONTRACTOR submits a request in writing, and request is approved in writing by DIRECTOR or DIRECTOR's designee.
- B. If DIRECTOR finds both that CONTRACTOR requires advance payment in order to perform the services required by this Agreement and that the advance payment will not create an undue risk that payment will be made for services which are not rendered, DIRECTOR, or DIRECTOR's designee, may authorize, in her/his sole discretion, an advance in the amount not to exceed 10% of the "Net Budget/Maximum Payment to CONTRACTOR" as indicated in Exhibit C.
- C. In the case of Agreements with multiple-year terms, DIRECTOR or DIRECTOR's designee may authorize annual advances of not more than 10% of the "Net Budget/Maximum Payment to CONTRACTOR" for each fiscal year as indicated in the Exhibit C.
- D. CONTRACTOR's written request for advance shall include a detailed written report substantiating the need for such advance payment, and such other information as DIRECTOR or DIRECTOR's designee may require.
- E. All advanced funds shall be offset against reimbursement submitted during the fiscal year.
- F. COUNTY reserves the right to withhold the total advance amount from any invoice.

These provisions apply unless specified otherwise in Exhibit C of this Agreement

**XIX. AMENDMENTS**

A. DIRECTOR may execute an amendment to this Agreement provided that:

1. An increase in the maximum contract amount resulting from the amendment does not exceed DIRECTOR's delegated authority under Sacramento County Code Section 2.61.100 (c) or any amount specified by Board of Supervisor's resolution for amending this Agreement, whichever is greater; and
  2. Funding for the increased contract obligation is available within the Department's allocated budget for the fiscal year.
- B. The budget attached to this Agreement as Exhibit C is subject to revision by COUNTY upon written notice by COUNTY to CONTRACTOR as provided in this Agreement. Upon notice, CONTRACTOR shall adjust services accordingly and shall within 30 days submit to DIRECTOR a revised budget. Said budget revision shall be in the form and manner prescribed by DIRECTOR and, when approved in writing, shall constitute an amendment to this Agreement.
- C. The budget attached to this Agreement as Exhibit C may be modified by CONTRACTOR making written request to DIRECTOR and written approval of such request by DIRECTOR. Approval of modifications requested by CONTRACTOR is discretionary with DIRECTOR. Said budget modification shall be in the form and manner prescribed by DIRECTOR and, when approved, shall constitute an amendment to this Agreement.

**XX. RUSSIAN ECONOMIC SANCTIONS**

Pursuant to California State Executive Order N-6-22 (Order) imposing economic sanctions against Russia and declaring support of Ukraine, County shall terminate any contract with any individual or entity that is in violation of the Order or that is subject to economic sanctions therein, and shall not enter a contract with any such individual or entity while the Order is in effect.

If the total amount of this Agreement is \$5,000,000 or more, CONTRACTOR shall provide a written report to COUNTY within 60 days of the effective date of the contract or 60 days upon request regarding compliance with economic sanctions and steps taken in response to Russia's action in Ukraine, including but not limited to, desisting from making new investments in, or engaging in financial transactions with Russia or Russian entities, and directly providing support to Ukraine, while the Order is in effect. The COUNTY shall keep the report on file as evidence of compliance with the Order.

**COUNTY OF SACRAMENTO**

**COST REIMBURSEMENT AGREEMENT NO. 7202100-25-052**

**EXHIBIT E to AGREEMENT  
between the COUNTY OF SACRAMENTO,  
hereinafter referred to as "COUNTY", and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**SCHEDULE OF FEDERAL FUNDS**

- I.  If box is checked, there are **no** Federal funds in this contract.
- II.  If box is checked, there are Federal funds in this contract. CONTRACTOR is NOT a subrecipient.
- III.  If box is checked, there are Federal funds in this contract. CONTRACTOR IS a subrecipient.

Federal funding details for this contract are as follows:

<b>A.</b>	Assistance Listing Number (ALN):	
	ALN Title:	
	Award Name and Federal Award Identification Number (FAIN):	
	Award Year:	
	Were funds awarded for research and development activities?	
	Name of the Federal awarding agency:	
	Amount in this contract:	N/A

- IV. Total Federal Funds in this contract: N/A
- V. CONTRACTOR'S UEI Number is: N/A
- VI. CONTRACTOR shall comply with all Federal requirements including OMB requirements for Single Audits, in addition to COUNTY audit requirements for the purposes of contract monitoring as stated in this agreement, as applicable.
- VII. At the sole discretion of COUNTY, the dollar amount payable under each Federal funding source in paragraph III of this Exhibit may be changed upon written notice from the COUNTY to CONTRACTOR so long as payments do not exceed the maximum total payment amount in accordance with this agreement.



COUNTY OF SACRAMENTO

TRAINING AGREEMENT NO. 7202100-25-052

**EXHIBIT F to Agreement  
between the COUNTY OF SACRAMENTO,  
hereinafter referred to as "COUNTY", and  
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT,  
hereinafter referred to as "CONTRACTOR"**

**CERTIFICATION REGARDING DEBARMENT AND SUSPENSION**

CONTRACTOR agrees to comply with 5 U.S.C. 1501-1508, 31 U.S.C. §1352 and 45 CFR Part 76.100 (Code of Federal Regulations), which provides that federal funds may not be used for any contracted services, if CONTRACTOR is debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

I (We) certify to the best of my (our) knowledge and belief, that CONTRACTOR named below and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
2. Have not within a three (3)-year period preceding this proposal 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;
3. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2) of this certification; and
4. Have not within a three (3)-year period preceding this application/proposal/agreement had one or more public transactions (Federal, State, or local) terminated for cause or default.
5. Shall notify COUNTY within ten (10) days of receipt of notification that CONTRACTOR is subject to any proposed or pending debarment, suspension, indictments or termination of a public transaction.
6. Shall obtain a certification regarding debarment and suspension from all its subcontractors that will be funded through this Agreement.
7. Hereby agree to terminate immediately, any subcontractor's services that will be/are funded through this Agreement, upon discovery that the subcontractor is ineligible or voluntarily excluded from covered transactions by any federal department or agency.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BY:                     DocuSigned by:  
                    Janica Marking  
                    6D79D9C4D46A455...                    

DATE:                     7/15/2024

Certificate Of Completion

Envelope Id: 51CE65CB55B94E3BA1C1BA5F271DBA4D

Status: Sent

Subject: Complete with DocuSign: (K) Sacramento City Unified School District (7202100-25-052)

Source Envelope:

Document Pages: 27

Signatures: 2

Envelope Originator:

Certificate Pages: 5

Initials: 3

Tamara Tripp

AutoNav: Enabled

799 G Street

Enveloped Stamping: Enabled

Sacramento, CA 95814

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

trippt@saccounty.gov

IP Address: 208.79.246.66

Record Tracking

Status: Original

Holder: Tamara Tripp

Location: DocuSign

6/17/2024 2:57:57 PM

trippt@saccounty.gov

Security Appliance Status: Connected

Pool: StateLocal

Storage Appliance Status: Connected

Pool: Sacramento County

Location: DocuSign

Signer Events

Signature

Timestamp

Michael Lorda



Sent: 6/17/2024 3:01:08 PM

LordaMi@saccounty.gov

Viewed: 6/18/2024 8:18:52 AM

Sacramento County

Signed: 6/18/2024 8:18:56 AM

Security Level: Email, Account Authentication (None)

Signature Adoption: Pre-selected Style

Using IP Address: 208.79.246.66

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Tina Alvarez Bevens



Sent: 6/18/2024 8:18:58 AM

tina-alvarez-bevens@scusd.edu

Viewed: 6/18/2024 4:46:28 PM

Security Level: Email, Account Authentication (None)

Signed: 6/18/2024 4:46:38 PM

Signature Adoption: Pre-selected Style

Using IP Address: 207.166.39.7

Electronic Record and Signature Disclosure:

Accepted: 6/18/2024 4:46:28 PM

ID: a6da1835-d304-4c19-9388-280635b04d09

Robert Aldama



Sent: 6/18/2024 4:46:39 PM

robert-aldama@scusd.edu

Viewed: 6/21/2024 11:41:56 AM

Purchasing Manager II

Signed: 6/21/2024 11:43:07 AM

Security Level: Email, Account Authentication (None)

Signature Adoption: Pre-selected Style

Using IP Address: 207.166.39.10

Electronic Record and Signature Disclosure:

Accepted: 6/21/2024 11:41:56 AM

ID: af421062-ea01-4abc-bfd4-26049f411f22

Janea Marking



Sent: 6/21/2024 11:43:09 AM

janea-marking@scusd.edu

Viewed: 7/15/2024 11:06:23 PM

Security Level: Email, Account Authentication (None)

Signed: 7/15/2024 11:07:02 PM

Signature Adoption: Pre-selected Style

Using IP Address: 174.50.161.169

Electronic Record and Signature Disclosure:

Accepted: 7/15/2024 11:06:23 PM

ID: 1a73c994-a241-487f-9995-ec3686da7bd1

Signer Events	Signature	Timestamp
Kelli Weaver WeaverK@SacCounty.gov Security Level: Email, Account Authentication (None)		Sent: 7/15/2024 11:07:04 PM
<b>Electronic Record and Signature Disclosure:</b>		
Accepted: 7/15/2024 4:13:41 PM		
ID: 071a2a23-1bc5-451f-95c0-7dec1c545a77		

In Person Signer Events	Signature	Timestamp
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Editor Delivery Events	Status	Timestamp
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Agent Delivery Events	Status	Timestamp
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Intermediary Delivery Events	Status	Timestamp
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Certified Delivery Events	Status	Timestamp
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Carbon Copy Events	Status	Timestamp
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Witness Events	Signature	Timestamp
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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Envelope Sent	Hashed/Encrypted	6/17/2024 3:01:08 PM
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Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure
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## **ELECTRONIC RECORD AND SIGNATURE DISCLOSURE**

From time to time, Sacramento County (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign, Inc. (DocuSign) electronic signing system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document.

### **Getting paper copies**

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after signing session and, if you elect to create a DocuSign signer account, you may access them for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

### **Withdrawing your consent**

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

### **Consequences of changing your mind**

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign 'Withdraw Consent' form on the signing page of a DocuSign envelope instead of signing it. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

### **All notices and disclosures will be sent to you electronically**

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

**How to contact Sacramento County:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: [dtech-webteam@saccounty.net](mailto:dtech-webteam@saccounty.net)

**To advise Sacramento County of your new e-mail address**

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at [dtech-webteam@saccounty.net](mailto:dtech-webteam@saccounty.net) and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address..

In addition, you must notify DocuSign, Inc. to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in the DocuSign system.

**To request paper copies from Sacramento County**

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to [dtech-webteam@saccounty.net](mailto:dtech-webteam@saccounty.net) and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

**To withdraw your consent with Sacramento County**

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

- i. decline to sign a document from within your DocuSign session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;
- ii. send us an e-mail to [dtech-webteam@saccounty.net](mailto:dtech-webteam@saccounty.net) and in the body of such request you must state your e-mail, full name, US Postal Address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

**Required hardware and software**

Operating Systems:	Windows® 2000, Windows® XP, Windows Vista®; Mac OS® X
Browsers:	Final release versions of Internet Explorer® 6.0 or above (Windows only); Mozilla Firefox 2.0 or above (Windows and Mac); Safari™ 3.0 or above (Mac only)
PDF Reader:	Acrobat® or similar software may be required to view and print PDF files
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	Allow per session cookies
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\*\* These minimum requirements are subject to change. If these requirements change, you will be asked to re-accept the disclosure. Pre-release (e.g. beta) versions of operating systems and browsers are not supported.

**Acknowledging your access and consent to receive materials electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

By checking the 'I agree' box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC RECORD AND SIGNATURE DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify Sacramento County as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by Sacramento County during the course of my relationship with you.

## Sutter County Superintendent of Schools

### MEDI-CAL ADMINISTRATIVE CLAIMING AGREEMENT

This Agreement is made and entered into this 1<sup>st</sup> day of July, 2024, by and between the Sacramento City Unified School District hereinafter referred to as “local educational agency” or “LEA”) having an address at 5735 47<sup>th</sup> Ave, Sacramento, CA 95824 and the Sutter County Superintendent of Schools, Region 3 Local Educational Consortium (hereinafter referred to as “LEC”) having an address at 970 Klamath Lane, Yuba City, CA 95993; (hereinafter referred to individually, the “Party” and collectively, the “Parties”).

#### RECITALS

- A. The Department of Health Care Services (“DHCS”) is the single State agency responsible for administering the California Medical Assistance Program (“Medi-Cal”) and the School-based Medi-Cal Administrative Activities Program (“SMAA”) for Local Educational Consortia, Region 3, in accordance with California Welfare and Institutions Code Section 14132.4(c)(1). The catalog of Federal Domestic Assistance (“CFDA”) number for this federal program is 93.778, Medical Assistance Program (“Medi-Cal”).
- B. LEC in accordance with California Welfare and Institutions Code Section 14132.47, subdivision (q)(1), is the agency responsible for coordination of SMAA for the California County Superintendents Educational Services Association (“CCSESA”) LEC Region 3.
- C. LEC has entered into an Agreement with DHCS to serve LEA with Administrative Services related to School-based Medi-Cal Administrative Activities.
- D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for matters on behalf of the local educational agencies claiming reimbursement of federal monies for School-Based Medi-Cal Administrative Activities (“SMAA”) services in accordance with California Welfare & Institutions Code Section 14132.47.
- E. LEA is located within the LEC Region 4 and regularly makes claims under Medi-Cal. LEC and LEA desire to enter into an agreement memorializing the respective obligations of the Parties in connection with the submission of the Medi-Cal invoices to the DHCS for reimbursement from the Federal government.
- F. Four regional Local Educational Consortia formed the Central California SMAA Consortia (hereinafter referred to “CCSC”) to share the duties associated with the preparation of quarterly time studies using the RMTS (Random Moment Time Study) methodology. The CCSC is comprised of the following Regional Local Educational Consortia:
  - Region 3 (Sutter County Superintendent of Schools)
  - Region 4 (Contra Costa County Office of Education)
  - Region 5 (Santa Cruz County Office of Education)
  - Region 6 (Stanislaus County Office of Education)

G. While the CCSC will combine Local Educational Consortia for the purpose of creating a viable sample pool that can create a statistically valid random sample of moments, the claiming units will continue to individually invoice DHCS through their respective Local Educational Consortia. DHCS will continue to enter into signed agreements with the individual Local Educational Consortia and not enter into any agreement(s) with any consortia as a whole.

- Each quarter's survey moments will be randomly distributed among the consortia's claiming unit participants. All of the claiming units within the consortia that have satisfied the established participant standards will use the quarter's RMTS results for calculation on their individual invoice to be submitted to DHCS.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

## **1. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES**

This Agreement shall be effective for twelve (12) consecutive months commencing on **July 1, 2024** for preparing SMAA claims for LEA on a quarterly basis. The quarters are the three-month periods of July through September, October through December, January through March, and April through June. For new LEAs the first claim shall be submitted for the period October through December quarter, 2024, as the first quarter claim is based on time survey results from the previous three quarters of the prior fiscal year.

The initial term of this Agreement shall be one (1) year commencing as of the date hereof. Thereafter, the term of this Agreement shall automatically renew for successive one (1) year terms unless one Party has provided written notice to the other party at least ninety (90) days in advance of the end of the then existing term that it does not wish to renew the term of this Agreement.

LEA may terminate this agreement, with or without cause, ninety (90) days prior to the beginning of any RMTS applicable quarter as defined above. However, once the LEA has submitted a "Time Study Participant Roster Report" according to the DHCS SMAA manual guidelines and requirements, they may not terminate until the next quarter survey period. The LEA will be responsible for maintaining participation during these quarters. If the LEA terminates on or before July 1<sup>st</sup> of any fiscal school year, the LEA will be responsible for the LEC fees for the next averaged quarter. Written notice must be sent to LEC and the LEA agrees to pay all LEC fees for services provided by the LEC through the effective date of termination.

## **2. OPERATING PROCEDURES/SERVICES PROVIDED**

LEC shall be responsible for supporting the processing of all those RMTS claims for services rendered by LEA and its employees or agents as incorporated in this agreement as Exhibit A.

A. Services Provided: LEC will provide the following services to LEA's. The LEC shall:

- (1) Coordinate, schedule, and provide necessary training to representatives of each LEA according to the DHCS SMAA RMTS requirements.
- (2) Review and code all SMAA RMTS "moments", reviewing the moments to ensure they are complete and assist participating LEA's to finalize the "moments".
- (3) Process RMTS moments for invoicing.



- (4) Give direction to LEA's for gathering necessary audit materials for each claiming unit for each quarter.
- (5) Prepare invoices for submittal to the Department of Health Care Services for each participating LEA for each survey quarter.
- (6) Provide the LEA a "hard copy" RMTS methodology to capture the moments for those Time Survey Participants (TSP) who cannot access the SSP for completing the assigned moment.
- (7) Provide the "tape match percentage" from data submitted by LEA's.
- (8) Assist LEAs to prepare for Center for Medicare and Medicaid Services and Department of Health Care Services site reviews and audits.
- (9) Perform all aspects of the Random Moment Time Study (RMTS) methodology processing and provide all necessary support, programs and processes for LEA participation.
- (10) LEC reserves the right to not certify invoices that do not comply with LEC, State and Federal SMAA requirements.
- (11) LEC shall certify to DHCS the amount of LEA general funds or other funds allowed under Federal law and regulation expended on the allowable SMAA activities.
- (12) LEC shall be the exclusive service provider for all SMAA Claiming Activities within Region 4 LEC Service Region, including but not limited to the administration of the State-approved time survey methodology, participant training, invoice preparation, program monitoring and audit compliance.
- (13) LEC shall delegate certain administrative activities to vendors to assist with the administration of the program.
- (14) LEC shall certify to DHCS:
  - a. The availability and expenditure of funds for all non-Federal share costs of performing Program activities.
  - b. The expenditures of LEA that represent costs eligible for Federal financial participation in the fiscal year.
- (15) Issue reimbursement to LEA on claims approved and paid by DHCS within 45 days of receipt.
- (16) Maintain LEC SMAA Audit Binder, pursuant to the State-approved SMAA Claiming Plan.
- (17) LEC will act as the liaison between LEA and DHCS.

**B. LEA shall provide the following and as incorporated in this agreement as Exhibit A.**

- (1) Adhere to all timelines established by LEC and DHCS. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA RMTS claims pursuant to California law.
- (2) Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or "shifts" as defined for the RMTS System Software

Platform (SSP) uploads and updates.

- (3) Yearly and quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.
- (4) Arrange for LEA TSP staff to have access to the SSP Vendor website for moment completion or provide a hard copy version to satisfy the moments.
- (5) Arrange for the LEA SMAA Coordinator(s) or Designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.
- (6) Provide a contact person who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities.
- (7) Notify LEC of any errors and/or omissions in information sent to LEC so that LEC may process a claim adjustment for submission to Medi-Cal.
- (8) During each time study quarter, the LEA will be required to maintain a minimum response rate of 85% of the moments assigned the LEA TSP's. If the LEA is unable to maintain a return rate of 85% of valid moments assigned, the LEA will have sanctions applied according to Section 11, SANCTIONS of this agreement.
- (9) Federal regulations require that LEA maintain all records in support of allowable SMAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review in an Audit file: these files must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a SMAA claim must be kept five years after the last claim revision.
- (10) LEA will ensure that invoice claims conform to all DHCS requirements at the time such claims are processed.
- (11) In the event LEA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees.
- (12) The LEA understands and acknowledges that the LEC is not responsible for monitoring, reviewing, or verifying documentation for any coded moment required for the LEA Medi-Cal Billing Option Program (LEA BOP). The LEC is not liable for any exception, State or Federal disallowance related to district service documentation. The LEC is not responsible for any reimbursement or payment of funds to a LEC for participation in the LBOP for any exception, State or Federal disallowance related to direct service documentation. The LEC is not responsible

for any reimbursement or payment of funds to a LEA for participation in the LEA BOP.

### **3. FEE SCHEDULE**

LEA shall pay the LEC a quarterly fee according to the following structure:

1. LEA shall pay to LEC, a fee equivalent to 12% of the SMAA RMTS quarterly invoices paid by the Department of Health Care Services (DHCS) to the LEA. This fee includes the DHCS Participation Fee and all the services outlined above in the agreement. LEA fees will be deducted by the LEC from the DHCS reimbursements prior to disbursement to the LEA.
2. The DHCS administrative fee, including the LEC obligation to DHCS, may be reviewed and/or adjusted on a yearly basis so that the fees collected cover both the LEC and DHCS obligations.
3. LEA acknowledges that, as a result of this fee arrangement, the LEA **will not be entitled** to recover any of the fees charged by the LEC as SMAA reimbursable costs on the LEA invoices.

### **4. OWNERSHIP OF PROGRAMS AND CONFIDENTIALITY OF REPORTS**

All computer hardware supplied by LEC, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed solely by LEC in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA shall remain the property of LEC.

LEC is the licensee of certain software and billing tools including, but not limited to, a web-site from a third-party contractor ("SSP Vendor"). In an agreement with the Vendor ("SSP Vendor Agreement") LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in Section 8 of the SSP Vendor Agreement. Section 8 of the SSP Vendor Agreement is attached hereto and incorporated herein as Exhibit "B."

### **5. CONFIDENTIALITY OF DATA**

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be

wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

#### **6. INPUT DATA**

Accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the sole responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall be responsible for the input of all information given to LEC by LEA in a reasonably accurate, complete and correct form provided same is provided to LEC by LEA. Any errors, mistakes or liability in connection with the failure of LEC to input such data, provided such data has been accurately, completely and correctly transmitted to LEC, shall be the sole responsibility of LEC and shall be corrected by LEC.

#### **7. DESIGNATION AND RESPONSIBILITIES OF LEA FOR IT'S AUTHORIZED USERS.**

LEA shall designate those employees and other personnel ("Users") who shall be given access to LEC approved SSP web-site for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web-site as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

#### **8. LIMITATION OF LIABILITY ARISING FROM DEFAULT IN SERVICES**

LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this agreement.

#### **9. WORKERS' COMPENSATION**

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement.

#### **10. HOLD HARMLESS AND MUTUAL INDEMNIFICATION**

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

## 11. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable (Code 1).

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

## 12. GENERAL

- A. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.
- B. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third-party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.
- C. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.
- D. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses.
- E. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.
- F. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.
- G. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.
- H. DEFINITIONS OF SUBRECIPIENTS AND VENDORS – Pursuant to Department of Health Care Services, PPL No. 13-004, dated May 17, 2013, *Notification of Contractual Agreement Language changes to add the Catalog of Federal Domestic Assistance Number 93.778 and Definitions of Subrecipients and Vendors*, attached as Exhibit B and incorporated into this agreement.

- I. INTEGRATION – This agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties’ rights, duties and obligations with respect to the transaction discussed in the agreement and supersedes all prior Contracts, understandings and commitments, whether written or oral.

### **13. CONTRACTS WITH THIRD PARTY FOR SOFTWARE**

- A. Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a web-site, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for other SMAA RMTS services provided pursuant to this Agreement.
- B. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with a third-party vendor (“Vendor”) for the provision of software and/or tools including, but not limited to, a web-site, which may be utilized by both Parties to transmit and store information in connection with this Agreement. Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current Vendor Agreement is terminated for any reason.
- C. If LEC enters into another third-party contract for the provision of software and/or tools and that third-party contractor will have access to LEA’s student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract the same provisions, or provisions substantially similar to those set forth in Exhibit “C” attached hereto and incorporated herein.



### **14. WARRANTY LIMITATION**

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

**15. LEA GOVERNING BOARD AUTHORIZATION**

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of LEA at its meeting of August 8, 2024 and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement.

IN WITNESS WHEREOF, the Parties hereto have set their hands and seals the day and year below written.

<b>LEA:</b>	<u>Sacramento City Unified School District</u>	<b>LEC:</b>	<u><b>Sutter County Superintendent of Schools</b></u>
<b>By:</b>	 <u>Janea Marking (Jun 24, 2024 09:24 PDT)</u>	<b>By:</b>	 <u>Tom Reusser (Jun 25, 2024 11:34 PDT)</u>
<b>Printed Name:</b>	<u><b>Janea Marking</b></u>	<b>Printed Name:</b>	<u><b>Tom Reusser</b></u>
<b>Title:</b>	<u>Chief Business and Operations Officer</u>	<b>Title:</b>	<u><b>Superintendent</b></u>
<b>Date:</b>	<u><b>06/24/2024</b></u>	<b>Date:</b>	<u><b>06/25/2024</b></u>

## EXHIBIT A – Medi-Cal Administrative Claiming Agreement

### Task

<b>Operating Procedures with LEC as Invoicing facilitator</b>	<b>LEC Coordinator</b>	<b>LEA Coordinator</b>
1. Evaluate LEA SMAA program to ensure appropriate participation	✓	✓
2. Maintain audit files and store data required to support operational plan		✓
3. Review audit file/operational plan for quality assurance and compliance	✓	✓
4. Provide and/or ensure RMTS training for coordinators	✓	
5. Provide web-based RMTS Software System Platform (SSP) for RMTS moment completion	✓	
6. Provide 100% coding of moments and clarification of moments if necessary	✓	
7. Provide "Best Practices" - Hard Copy RMTS Moment (if applicable)	✓	✓
8. Provide LEC an Approved School Calendar annually and every quarter thereafter as changes occur or upon request. Certify calendar in system after it has been entered by LEC		✓
9. Input LEA Calendar into SSP, update periodically and certify	✓	
10. Provide LEC a quarterly TSP roster, including staff schedules		✓
11. Rosters: First period of RMTS implementation: TSP roster, including staff schedules must be uploaded using a template.	✓	
12. Rosters: All subsequent quarters TSP roster/schedules must be updated quarterly	✓	
13. LEA/LEC to certify Coding Report	✓	✓
14. Offer support both programmatically and fiscally	✓	
15. Supply RMTS results for invoice process	✓	



16.	Generate/provide LEA Medi-Cal percentage (tape match)	✓	
17.	Provide fiscal training, materials and forms	✓	
18.	Review and provide all fiscal data necessary to process RMTS invoice		✓
19.	Ensure TSPs are not 100% Federally Funded and/or 100% paid out of the Indirect Cost Rate (ICR)	✓	✓
20.	Review LEA fiscal data and prepare invoice for reimbursement	✓	
21.	Prepare and submit invoice to DHCS for payment	✓	
22.	Process DHCS invoice reimbursements and send reimbursement payments to LEAs	✓	

## **EXHIBIT B – Medi-Cal Administrative Claiming Agreement**

*Revised Contractual Agreement Language for Subrecipients and Vendors in Accordance with the Catalog of Federal Domestic Assistance Number 93.778 for School Based Medi-Cal Administrative Activities Program and Definitions for Subrecipients and Vendors Incorporated into the contract between Sutter County Superintendent of Schools and Department of Health Care Services.*

### **Definitions**

A. The following definitions are applicable to this Contract.

- 1) “CFDA number” means the number assigned to a federal program in the Catalog of Federal Domestic Assistance (CFDA).
- 2) “Federal award” means federal financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, under grants or contracts, used to buy goods or services from vendors.
- 3) “Federal awarding agency” means the federal agency that provides an award directly to the recipient.
- 4) “Federal program” means all federal awards to a non-federal entity assigned to a single number in the CFDA.
- 5) “Pass-through entity” means a non-federal entity that provided a federal award to a subrecipient to carry out a federal program.
- 6) “Recipient” means a non-federal entity that expends federal awards received directly from a federal awarding agency to carry out a federal program.
- 7) “Subrecipient” means a non-federal entity that expends federal awards received from a pass-through entity to carry out a federal program, but does not include an individual that is a beneficiary of such a program. A subrecipient may also be a recipient of other federal awards directly from a federal awarding agency. Guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

A. “Vendor” means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a federal program. These goods or services may be for an organization’s own use or for the use of beneficiaries of the federal program. Additional guidance on distinguishing between a subrecipient and a vendor is provided in OMB Circular A-133.

B. The definitions in Section 8, Item 8.A. shall be included in all of Contractor’s contracts with subrecipients and vendors.

## EXHIBIT C – Medi-Cal Administrative Claiming Agreement

### PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION; DATA STORAGE.

**1.1. Ownership.** LEA and LEC acknowledges that PCG owns the System Service, that the System Service is not generally published, and that the System Service embodies the Confidential Information of PCG. All right, title, and interest in and to the System Service, including, without limitation, all copyrights, trade secret rights, and other intellectual property rights pertaining in and to the System Service shall remain vested in PCG and its third-party licensors. PCG acknowledges that LEA and LEC owns all of the data inputted by each LEA and LEC User and any and all reports produced as a result of using the System Service. LEA and LEC acknowledge that PCG shall have the right to aggregate any data input by LEA and LEC Users for PCG's own purposes, but shall not use or disclose personal or individual identifying information.

**1.2. Confidentiality Obligations.** Each Party agrees that: (i) neither Party will disclose to any third party any of the other Party's Confidential Information except to the receiving Party's employees and contractors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein; (ii) each Party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither Party will use or authorize the use of Confidential Information for any purpose other than to fulfill such Party's obligations hereunder. Each Party agrees that neither Party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving Party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither Party will use the terms of this Agreement for any purpose other than to fulfill such Party's obligations under this Agreement, except as either Party is otherwise required by law. The Parties may modify these obligations through express written agreements.

This section is referenced in Section 13.


# Sacramento City USD\_Updated SMAA Agreement\_4-30-24


Final Audit Report

2024-06-25


Created:	2024-05-06
By:	Caitlin Kinney (caitlink@sutter.k12.ca.us)
Status:	Signed
Transaction ID:	CBJCHBCAABAAzfG8ldNLTqy_PiHO-8nEuOAYRblpdgr_


## "Sacramento City USD\_Updated SMAA Agreement\_4-30-24" History


 Document created by Caitlin Kinney (caitlink@sutter.k12.ca.us)  
2024-05-06 - 9:37:37 PM GMT- IP address: 207.166.22.154


 Document emailed to Geovanni Linares (geovanni-linares@scusd.edu) for signature  
2024-05-06 - 9:38:20 PM GMT


 Email viewed by Geovanni Linares (geovanni-linares@scusd.edu)  
2024-05-06 - 9:41:13 PM GMT- IP address: 104.47.57.254

 Caitlin Kinney (caitlink@sutter.k12.ca.us) added alternate signer Victoria Mena (victoria-mena@scusd.edu). The original signer Geovanni Linares (geovanni-linares@scusd.edu) can still sign.  
2024-05-31 - 10:40:33 PM GMT- IP address: 207.166.22.154

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2024-05-31 - 10:40:34 PM GMT

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2024-05-31 - 10:48:12 PM GMT- IP address: 207.166.39.10

 Document signing delegated to Tina Alvarez-Bevens (Tina-Alvarez-Bevens@scusd.edu) by Victoria Mena (victoria-mena@scusd.edu)  
2024-06-03 - 11:06:56 PM GMT- IP address: 207.166.39.10

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2024-06-17 - 9:35:24 PM GMT- IP address: 207.166.39.7

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2024-06-21 - 4:19:35 PM GMT- IP address: 207.166.39.3

 Caitlin Kinney (caitlink@sutter.k12.ca.us) added alternate signer Janea Marking (Janea-Marking@scusd.edu).  
The original signer Tina Alvarez-Bevens (Tina-Alvarez-Bevens@scusd.edu) can still sign.

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 Document e-signed by Janea Marking (Janea-Marking@scusd.edu)


Signature Date: 2024-06-24 - 4:24:27 PM GMT - Time Source: server- IP address: 207.166.39.3

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2024-06-24 - 4:24:32 PM GMT

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2024-06-25 - 6:34:14 PM GMT- IP address: 207.166.22.154

 Document e-signed by Tom Reusser (tomr@sutter.k12.ca.us)

Signature Date: 2024-06-25 - 6:34:21 PM GMT - Time Source: server- IP address: 207.166.22.154

 Agreement completed.

2024-06-25 - 6:34:21 PM GMT



**K-12 DATA SHARING AND SERVICES PARTNERSHIP AGREEMENT**

**THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES**

*On behalf of:*  
The California College Guidance Initiative

**And**

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

*Agreement No. 00008906*

This K-12 Data Sharing and Services Partnership Agreement (“Agreement”) is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization (“Foundation”), on behalf of the California College Guidance Initiative (“CCGI”), and the **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT** (“Local Educational Agency” or “LEA”), collectively (“Parties”) to set forth the roles and responsibilities of the Parties related to LEA’s uploading of its students’ Education Records to [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) (“CaliforniaColleges Website”) and Foundation’s provision of account support services on the CaliforniaColleges Website, the state of California’s official college and career planning platform. The Parties understand and intend that CCGI be designated as an outsourced provider of institutional services and a “school official” with legitimate educational interests in such Educational Records as described in 34 C.F.R. 99.31(a).

**I. DEFINITIONS**

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“**Agreement**” shall have the meaning set forth in the preamble above and includes all linked addenda, schedules, and other attachments hereto (see below), as each may be amended from time to time to align CCGI’s practices with California state policy, institutional policies of the public college systems in California and the California Student Aid Commission, and to update improvements in CCGI’s security practices. Amendments to the addenda, schedules, and other attachments linked below will only take effect upon thirty (30) days’ notice to LEA. Should there be any conflict between the terms of this K-12 Data Sharing and Services Partnership Agreement and any other terms linked below, this K-12 Data Sharing and Services Partnership Agreement shall take precedence, any other conflicts shall follow the following order of precedence: (1) Terms and Conditions of Partnership, (2) Data Privacy and Security Addendum, (3) Data File Specifications, available at <https://www.cacollegeguidance.org/tcp/>. The Data File Specifications provide instructions for uploading Student Data onto the California Colleges Website.

[Terms and Conditions of Partnership](#)  
[Data Privacy and Security Addendum](#)  
[Data File Specifications](#)

“**CaliforniaColleges Website**” shall mean the website located at [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu). The Foundation is responsible for directly contracting and compensating a third-party technology vendor (“Vendor”) for the continued operation and maintenance of [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu) under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, which is incorporated by reference. This definition shall also include any successor website performing the same function as [www.CaliforniaColleges.edu](http://www.CaliforniaColleges.edu).

“**Education Record**” shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

“**Student Data**” shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent/legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent/legal guardian by LEA. Student Data does not include information created by a student, including, but not limited to: college lists, career assessment results, portfolios, creative writing, photographs, and account information that enables ongoing ownership of that information which is governed by CaliforniaColleges Website privacy policy.

## II. TERM AND TERMINATION

A. **Term.** This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement and will continue until June 30, 2025. No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

B. **Termination for Convenience.** The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section V of this Agreement at least sixty (60) calendar days in advance of the Termination Date. However, it is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing LEA with written notice of termination in accordance with Section V of this Agreement at least forty-five (45) calendar days in advance of the Termination Date.

## III. DISTRICT RESPONSIBILITIES

### A. Data Sharing

1. LEA shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in the **Data Privacy and Security Addendum** attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.
2. LEA shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a high school operated by LEA.
3. LEA agrees to verify accuracy of courses entered by LEA into the University of California (“UC”) Course Management Portal (“CMP”) at the UC Office of the President.
4. LEA agrees to upload Education Records, in accordance with the **Data File Specifications**, attached at <https://www.cacollegeguidance.org/tcp/>, and hereby incorporated by reference. In alignment with state policy and/or to evolve functionality that serves students in the planning for and transition to college, the Data File Specifications may be iterated over time and additional optional fields may be added to the Data File Specifications. LEA data may be submitted via sFTP or an API if available.
  - a. LEA agrees to provide a centralized upload (not school site by school site) of Education Records from the local Student Information System (“SIS”) into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. If CCGI has an API integration with LEA’s SIS provider, data may alternatively be shared via said API.

### B. Implementation

1. LEA shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.

2. LEA agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all users.
3. LEA agrees to identify a point of contact to (1) assist the Foundation during implementation phase; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.
4. LEA is responsible for identifying and maintaining which educators at the LEA are provided accounts on the California Colleges Website. To do so LEA is responsible for compliance with Section I of the Terms and Conditions of Partnership, "Educator Account Creation, Authorization, and Maintenance" attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.

#### IV. **FOUNDATION RESPONSIBILITIES**

**A. Technical and Service Level Support.** The CaliforniaColleges Website is operated and maintained by Vendor. Service level support for the CaliforniaColleges Website is provided directly by Vendor. LEA should reach out to [operations@californiacolleges.edu](mailto:operations@californiacolleges.edu) in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

**B. Fees and Payments for Services.** Foundation will provide the Services under this Agreement to LEA free of charge while Foundation continues to receive funding from the State of California. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation may assess and charge a fee for services provided to the LEA. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide LEA with a 45-day notice if funding from the State of California is reduced or discontinued.

**C. Scope of Services.** "Services" means the services and support offered by Foundation under this Agreement or on the CaliforniaColleges Website.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the LEA to ensure the data is properly uploaded in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Data File Specification** available at <https://www.cacollegeguidance.org/tcp/> to this Agreement.
2. CCGI shall maintain and process Education Records and Student Data on behalf of the LEA in a manner that meets the standards of the California Community Colleges, California State University ("CSU"), California Student Aid Commission ("CSAC"), and UC systems for verified transcript data.
3. Foundation will provide an audit report of LEA's a-g course listings in the UC CMP database to identify discrepancies. Foundation agrees to provide technical assistance, guidance, and support to LEA staff for purposes of reconciliation of any identified discrepancies.
4. Foundation shall provide access to CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Foundation shall provide students with the ability to launch their application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
6. Foundation shall provide students with the ability to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the CMP at the UC Office of the President, and which enables students, their parent/guardian, educators in their school, and LEA to track application submission.
7. Foundation shall provide students with the ability to launch their application for admission to the UC using the UC application in a manner that tracks submission on the CaliforniaColleges Website. Additionally, beginning fall of 2024, students will have the ability to auto-populate course data into their UC application.
8. Foundation shall provide students with the ability to initiate their Free Application for Federal Student Aid ("FAFSA") from within the CaliforniaColleges.edu, in a manner that allows students, their parent/guardian, educators at their school site, and LEA to track the launch of this application and



which enables CCGI to provide CSAC with information that supports the Cal-grant eligibility determination process.

9. Foundation shall provide students with the ability to launch additional college and financial aid applications, as they may become available, as additional institutions develop articulation agreements with CCGI.
10. Foundation shall provide the following support for LEA:
  - a) Technical assistance to support alignment between LEA's a-g course list in the UC CMP and the LEA SIS.
  - b) Training opportunities.
  - c) Implementation planning and support for strategic goal setting.
  - d) User support to respond to student, educator, or parent/guardian questions or other inquiries.

**V. NOTICE**

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered physically or via electronic mail to the addresses specified below:


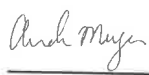
**CCGI:**

Name: Contracts Manager  
Email: [ccgicontracts@californiacolleges.edu](mailto:ccgicontracts@californiacolleges.edu)  
Mailing Address:  
 Foundation for California Community Colleges  
 1102 Q Street, Suite 4800  
 Sacramento, CA 95811

**LEA:**

Name: Christina Espinosa  
Email: [cespinosa@scusd.edu](mailto:cespinosa@scusd.edu)  
Mailing Address:  
 Sacramento City Unified School District  
 PO Box 246870  
 Sacramento, CA 95824

**THE PARTIES HEREBY EXECUTE THIS AGREEMENT**

<b>SACRAMENTO CITY UNIFIED SCHOOL DISTRICT</b>	<b>FOUNDATION/CCGI</b>
Signed by:  By: _____ <small>D2972921888C416</small>	 By: _____
Print Name: <u>Janea Marking</u>	Print Name: <u>Andrea Meyer</u>
Title: <u>Chief Business &amp; Operations Officer</u>	Title: <u>General Counsel &amp; Corporate Secretary</u>
Date: <u>08/16/2024</u>	Date: <u>Aug 19, 2024</u>



MEMORANDUM OF UNDERSTANDING AND AGREEMENT  
TO PROVIDE TEACHING INTERNS

This Memorandum of Understanding and Agreement to provide Teaching Interns ("Agreement"), is entered into this 8/23/2024 by and between the United States University ("University") and **Sacramento City Unified School District** ("District").

**RECITALS**

WHEREAS pursuant to the provisions of the Education Code of the State of California, the governing board of any school district is authorized to enter into agreements with any institution approved by the Commission on Teacher Credentialing as a teacher education institution to provide teaching experience to students enrolled in the teacher training curricula of such institutions; and

WHEREAS University is approved by the Commission on Teacher Credentialing as a teacher education institution; and

WHEREAS it has been determined between the parties hereto that the value of the services to be rendered to District under this Agreement does not exceed the actual cost to District of the services rendered by District.

**TERMS**

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, University and District agree as follows:

**I. DISTRICT RESPONSIBILITIES**

- A. Teacher Internship - District shall employ USU interns placed in District in full-time or half-time paid positions as classroom teachers during the term of their internships. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of the District and the District shall be solely responsible for said interns' tax withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise. "Teaching" as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the supervision and instruction of employees of the District holding valid teaching credentials issued by the State Board of Education and/or the Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.
- B. District may, for good cause, refuse to accept for supervised education teaching internships, any student at University assigned to teach or counsel in District, and upon request of District, made for a good cause, University shall terminate the assignment of any student at University to teach in District.
- C. District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 45125.1, to a background check, paper screening, and Livescan clearance from the Department of Justice and Federal Bureau of Investigation. The district shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 49406 to University students to provide evidence of a negative tuberculosis test performed within 60 days of their start date.
- D. The assignment of a student at United States University to teach in the District shall be deemed effective for the purpose of this Agreement as of the date the student presents the assignment letter to the District, and the University student is accepted by the assigned district site administrator.



- E. If offered an intern position, the employer is required to confirm the position meets the requirements for enrollment in the two-year intern program. Additionally, employers must confirm knowledge of the following California Commission on Teacher Credentialing requirements:
- Intern is employed in a public school or public charter. Interns cannot enroll if employed with a private school.
  - Intern will be employed as the teacher of record in an assignment that aligns with the credential being pursued and teaching a minimum of .5 FTE in a face-to-face instructional setting with the same group of students on a daily or weekly basis.
  - The intern cannot be used as a substitute during the non-contract time.
  - Assign a qualified, like-credentialed, district coach and veteran team of educators to support the intern a minimum of five hours per week with an additional 45 hours of support per year specifically for the English Learner Authorization.
  - Support the required completion of the edTPA Teaching Performance Assessment which includes video submissions from the classroom where students must be present.

## II. UNIVERSITY RESPONSIBILITIES

- A. The assignment of a University student to teach in the schools or classes of the District shall be at the discretion of the university and shall be for a maximum period of two academic years. University may give students more than one assignment to work on in such schools or classes.
- B. University agrees that University students working as teaching interns within District may not displace certificated District employees. University acknowledges that District hiring policies must comply with local teacher union contracts.
- C. No intern salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.
- D. United States University in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- E. Before assigning students to the District, the University shall instruct such students on applicable state and federal law relating to unlawful discrimination, sexual harassment, and mandated reporting of child abuse.

## IV. INDEMNITY

University and District agree to defend, indemnify and hold one another, their respective officers, employees, students, and agents harmless from and against all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result of negligent or intentional acts or omissions of the indemnifying party, its officers, employees, students or agents.

## V. DISTRICT AND UNIVERSITY INSURANCE

District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder and such insurance shall include but not be limited to the following:



- Commercial General Liability and Auto Liability with limits of not less than \$1,000,000 per occurrence, and \$3,000,000 in the aggregate, for bodily injury, personal injury, and property damage, endorsed to name the other party to the contract as additional insured.
- Workers' Compensation coverage with statutory limits; and
- Employer's Liability coverage with limits of not less than \$1,000,000 per occurrence, and \$3,000,000 in the aggregate.

Each insurance policy required above shall be endorsed to state that coverage shall not be suspended, voided, or canceled by either party, except after sixty (60) days prior written notice by certified mail, return receipt requested, has been given to the other party to this Agreement. Upon request, District and University shall each cause to be issued to the other evidence of such insurance prior to the commencement of this Agreement and annually thereafter.

## VI. DISPUTES

In the event that a dispute arises between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue. In the event the parties are unable to informally resolve the dispute within thirty (30) days after the dispute has arisen, the parties agree to decide whether to attempt to settle the dispute through arbitration or litigation. In order to send a dispute to arbitration, both parties must agree in writing that arbitration is their chosen method of resolving the dispute in question.

## VII. GENERAL PROVISIONS

- Term of Agreement. The term of this Agreement shall commence on the signature date at the bottom of the memorandum and shall be renewable annually not to exceed five years August 23, 2024 – August 22, 2029.
- Termination. This Agreement may be terminated by either party without cause upon thirty (30) days prior written notice; provided, however, that any such termination by District shall not be effective as to any student who at the date of mailing of the notice by District was receiving teaching experience within District until the student has completed his or her assignment, except at the election of University.
- Entire Agreement; Modification. This Agreement contains all the terms between the parties and may be modified only in writing and signed by both parties.
- Applicable Law. The terms and conditions of this Agreement shall be interpreted in accordance with the laws of the State of California.
- Severability. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of this Agreement is invalid or unenforceable for any reason, all remaining paragraphs or subparagraphs shall remain in full force and effect.
- Confidentiality. Both parties shall protect the confidentiality of each other's records and information and shall not disclose confidential information without the prior written consent of the other party. University agrees to comply with District policy and procedure related to patient confidentiality.
- Notices. Any notice to either party hereunder must be in writing signed by the party giving notice, and shall be served either personally or by registered or certified mail addressed as follows:

United States University  
Dean, College of Education  
404 Camino Del Rio South  
San Diego, CA 92108

Sacramento City Unified School District  
Tina Alvarez-Bevens, Contract Analyst  
5735 47<sup>th</sup> Avenue  
Sacramento, CA. 95824



H. Non-Discrimination. The parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, sexual orientation, marital status, medical condition (cancer-related) or disability and otherwise as required or permitted by law.

I. Status of the Parties. It is expressly understood and agreed that this Agreement is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture or association between University and District; rather it is an affiliation between independent contractors, these being University and District.

J. Each intern certificate will be valid for two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students or for four years if the intern is participating in a district intern program leading to the achievement of both multiple subjects or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

**United States University**

**Sacramento City Unified School District**

By:

By:

A handwritten signature in black ink, appearing to read 'K Bragg', is written over a grey rectangular background.

Name (Signature)

Name (Signature)

Kelly Bragg  
Name (Print)

Janea Marking  
Name (Print)

Office of Educational Placements and Partnerships  
Title

Chief Business & Operations Officer  
Title

8/23/2024

Date

Date



## MOU Addendum A

### Internship Professional Development Plan

#### Credential Area: Single Subject

In collaboration with the district, the following professional development plan is provided and agreed to by the College of Education at United States University.

#### I. Evaluations

- a. The intern will be evaluated twice per term by the University Supervisor (employed by USU) and the Site Supervisor (employed by the district).
- b. An annual evaluation will be provided by the principal/designee as determined by my district placement.

#### II. Coursework

- a. United States University will provide the following coursework to each Multiple Subject Intern
  - i. Preservice Courses for ALL Interns
    1. Term 1
      - EDU 504 – Introduction to Special Education
      - EDU 525 – English Language Development Strategies for English Language Learners
    2. Term 2
      - EDU 510 Introduction to Classroom Instruction
      - INT 501 Internship Supervision and Support 1
  - ii. Core Courses & Practicum for ALL Multiple Subject Interns
    3. Term 3

EDU 503 Foundations of Education

INT 502 Internship Supervision and Support II

4. Term 4

EDU 540 Secondary Teaching Strategies I

INT 503 Internship Supervision and Support III

5. Term 5

EDU 541 Secondary Teaching Strategies II

INT 504 Internship Supervision and Support IV

6. Term 6

EDU 542 Content Area Literacy

EDU 501 Affirming and Valuing Diversity

iii. MAT Courses – for interns who choose this option.

7. Term 7

EDU 698 Educational Research in Action

EDU 699 MAT Capstone

iv. Bilingual Courses – if the intern is in a bilingual classroom (Spanish Only)

8. Term 8

EDU 522 First and Second Language Acquisition

EDU 580 Bilingualism, Biliteracy, and Immersion

9. Term 9

EDU 581 Spanish Language Methods

### Preservice Training

All interns participate in a 120-clock hour pre-service training at USU before they are granted their intern credential. The training is in the form of 2 courses that have virtual field experience embedded in them. The training covers: General pedagogy including classroom management and planning; Reading/language arts; Subject-specific pedagogy; Human development, and Specific content regarding the teaching of English Learners. These are covered in the following courses during the following term:

Term 1

EDU 504 – Introduction to Special Education

EDU 525 – English Language Development Strategies for English Language Learners

v. United States University will make sure that the following documents are on file before the intern leaves “Pre-Service” status:

1. Undergraduate degree from a regionally accredited institution
2. Passing CBEST scores
3. Passing CSET scores
4. CPR Certification
5. Negative TB Skin Test or Xray
6. CA/US History/Constitution Course or Exam
7. Covid vaccination card or waiver



8. Intern Job Offer from a Public School District

Special Education

United States University will provide training in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities by requiring all Multiple Subject students to complete the following course as a Pre-Service requirement for interning:

vi. Term 1

EDU 504 – Introduction to Special Education

Bilingual Education

For interns in a bilingual classroom, the University will ensure the intern has completed Spanish CSET 3-5 BEFORE they begin interning in a classroom.

The university will provide the following coursework to interns in a bilingual classroom, during the following terms:

Term 8

EDU 522 First and Second Language Acquisition

EDU 580 Bilingualism, Biliteracy, and Immersion

vii. Term 9

EDU 581 Spanish Language Methods

District/Site Professional Development Opportunities

The district/site shall provide the intern with a list of professional development opportunities available to them for the length of their internship.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

**United States University**

**Sacramento City Unified School District**

By:

By:

Name (Signature)

Name (Signature)

Kelly Bragg

Name (Print)

Name (Print)

Office of Educational Placements and Partnerships Title

Title

8/23/2024

Date

Date



**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, 2023, through June 30, 2024.

**A. SCOE agrees to:**

1. Provide a primary contact person for all work under this MOU. The primary contact is Lindsay Cathcart Pennetta, Project Specialist, 916.228.2565, 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 primary contact's name and email address is: \_\_\_\_\_
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.
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.
10. Submit a Program work-plan and budget that describes how the allocated funds will be used to implement the Program.
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 31, 2024.

**C. Fiscal**

SCOE will provide \$17,885 to District to support the District's Bullying Prevention Program. District will invoice SCOE annually by July 31, 2024. 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, 2024, and submit a final report and final invoice no later than July 31, 2024, 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.

**For the Sacramento County Office of Education:**

Brent Malicote, Assistant Superintendent

 10.26.13  
\_\_\_\_\_  
Signature and Date

**For Sacramento City Unified School District:**

Lisa Allen, Interim Superintendent

\_\_\_\_\_  
Superintendent Signature  
(or Designee) and 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.

**SUCCESSOR MEMORANDUM OF UNDERSTANDING  
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
AND  
SACRAMENTO COUNTY PUBLIC HEALTH, SEXUAL HEALTH PROMOTION UNIT  
(SCPH-SHPU)**

This Successor Memorandum of Understanding (“MOU”) is made and entered into by and between the Sacramento City Unified School District (“District”) and the County of Sacramento Department of Health Services - Sacramento County Public Health, Sexual Health Promotion Unit (“Agency” or “SCPH-SHPU”). District and Agency may be referred to in this Agreement individually as a “Party” or jointly as the “Parties.” This MOU replaces a previous Memorandum of Understanding that was executed by the Parties on October 17, 2023 (“Prior MOU”) and is attached as **Attachment A**.

**RECITALS**

**WHEREAS**, District and SCPH-SHPU desire to improve the health and well-being of the region's youth by working together to increase access to sexual and reproductive health services and reduce HIV/sexually transmitted diseases and teen pregnancy;

**WHEREAS**, based on 2020 U.S. Centers for Disease Control and Prevention (“CDC”) data, California had the highest number of reported chlamydia, gonorrhea, and adult (primary and secondary) syphilis cases, as well as the second most congenital syphilis cases of all states.

**WHEREAS**, striking disparities in the sexually transmitted infection (“STI”) burden persist between populations, with the highest STI rates continuing to occur in young people, Black/African Americans, and gay, bisexual, and other men who have sex with men.

**WHEREAS**, these disparities are particularly important because people at higher risk for STIs may also be at risk for related adverse health outcomes such as HIV infection, infertility, ocular and neurosyphilis, and multi-drug resistant gonorrhea, among others;

**WHEREAS**, SCPH-SHPU provides mobile medical services related to sexual and reproductive health through the Wellness Without Walls program (“W3 Program”) and, through the use of trained staff – including a Nurse Practitioner who can prescribe treatment for sexually transmitted infect – provides counseling and education and administers free HIV and STI testing for W3 Program clients;

**WHEREAS**, on or about October 17, 2023, the Parties entered into that Prior MOU;

**WHEREAS**, District and SCPH-SHPU desire to replace the Prior MOU in its entirety and enter into a new MOU to clarify the terms of their engagement, promote their respective goals and establish their respective rights, responsibilities, and obligations associated with regard to the implementation of sexual and reproductive health services; and

**WHEREAS**, by entering into the MOU, the Parties desire to supersede and replace the Prior MOU in its entirety.

**NOW, THEREFORE**, in consideration of the mutual covenants set forth herein, the Parties agree as follows:

## **AGREEMENT**

### **1. TERMINATION OF PRIOR MOU**

**1.1** By mutual agreement, the Prior MOU shall be terminated effective upon execution of this MOU and, thereafter, shall be null and void and have no further force or effect.

**1.2** The Parties intend that this MOU shall supersede and replace in its entirety the Prior MOU.

### **2. TERM AND TERMINATION.**

**2.1 Term.** The Term of the MOU shall be from October 19, 2023 through June 30, 2025 (“Term”), unless earlier terminated as provided herein.

**2.2 Termination for Convenience.** Either Party may terminate this Agreement at any time for any reason, by giving thirty (30) days’ written notice to the other Party. SCPH-SHPU shall immediately stop further performance of the Services upon receipt of written notice from District, unless otherwise directed.

### **3. RIGHTS AND RESPONSIBILITIES OF THE AGENCY**

**3.1 SCPH-SHPU Services.** Agency agrees to deliver or provide all services (“Services”) set forth herein, to District students aged twelve (12) or older, during the Term of this MOU:

a. SCPH-SHPU will provide mobile sexual health services to District students through the W3 Program on District campuses, which services are identified on **Attachment B**.

b. SCPH-SHPU will assist educators in providing evidence-based sexual health education to youth in the District, upon request by the District.

c. SCPH-SHPU will only provide the services identified on Attachment B and will not provide general medical care to District students.

d. SCPH-SHPU will only provide the services identified on Attachment B in compliance with all applicable laws regarding minor consent and confidentiality.

**3.2 Agency Service Location.** All Agency Services shall be delivered to or provided in-person at the District sites identified in **Attachment C**. The specific areas on District campuses where such services shall be provided will be determined by the District.

#### **4. RIGHTS AND RESPONSIBILITIES OF THE DISTRICT**

**4.1 District Responsibilities.** District agrees to the responsibilities as set forth herein, during the Term of this MOU:

a. The District will permit SCPH-SHPU staff and the W3 Program mobile medical unit to enter District properties identified on **Attachment C** to provide the Services.

b. District nurses and support staff, to the extent reasonably possible as determined by the District in its sole discretion, will assist with promoting the W3 Program services to youth in collaboration with SCPH-SHPU staff.

#### **5. PERSONNEL.**

**5.1 Qualifications; Certifications/Licenses.** Agency shall ensure that all Agency employees, staff, agents, and/or contractors assigned to provide Services to District shall hold any license, certificate, permit, or other document required for the service rendered, consistent with the Education Code and/or all other applicable laws. Agency shall maintain appropriate documentation of all applicable licenses, certificates, permits, or other documents held by all Agency employees, staff, agents, and/or contractors assigned to provide Services to District, and provide a copy to the District upon request.

#### **6. INSURANCE.**

**6.1 Minimum Amounts.** During the Term of this MOU, Agency shall maintain and provide at all times it performs any portion of the Services, the following insurance, with minimum limits equal to the amounts indicated below, at each Party's sole cost and expense:

a. Comprehensive or Commercial General Liability insurance with limits of at least \$1,000,000 Per Occurrence / \$2,000,000 Aggregate.

b. Sexual Abuse and Molestation Insurance with limits of at least \$2,000,000 Per Occurrence / \$4,000,000 Aggregate.

c. Professional Liability (Errors and Omissions) Insurance with limits of at least \$1,000,000 Per Occurrence / \$2,000,000 Aggregate.

d. Statutory Workers' Compensation Insurance, as prescribed by the law of the State of California.

**6.2 Self-Insurance** Without limiting the Agency's indemnity obligations, District acknowledges that Agency (SCPH-SHPU) is a self-insured public entity under Government Code 990.4.

**6.3 Proof of Carriage of Insurance.** Upon request, Agency shall provide a letter of self-insurance stating that Agency's self-insurance program adequately protects against liabilities and claims arising out of the performance of this agreement.

**6.4 Additional Insured.** Agency shall list District, its Board of Education, officers, employees, agents, representatives, and authorized volunteers under its General Liability Policy as a named insured prior to Agency providing Services to the District. The coverage shall contain no special limitations on the scope of protection afforded to the District, the Board and each trustee, its officers, employees, or authorized volunteers.

## **7. INDEMNIFICATION.**

**7.1 Indemnification by Agency.** To the furthest extent permitted by law, Agency agrees to indemnify, defend, and hold harmless the District, its Board of Education, officers, employees, agents, representatives, and volunteers from and against any and all liabilities, claims, suits, damages, costs, expenses, awards, fines, judgments, and attorney fees (including, without limitation, costs, attorney fees, expert witness fees, and other expenses of litigation) that the District may incur and that arise out of work, service, obligations, or performance under this MOU, or for any activity, work, or thing done, permitted, or suffered by Agency in conjunction with this MOU, excluding those claims, liabilities, damages, or judgments arising from the sole active negligence or willful misconduct of District.

**7.2 Indemnification by District.** District agrees to indemnify, defend, and hold harmless Agency, its officers, employees and agents from and against any and all liabilities, claims, suits, damages, costs, expenses, awards, fines, judgments, and attorney fees (including, without limitation, costs, attorney fees, expert witness fees, and other expenses of litigation) that Agency may incur and that arise out of the District's negligent acts or willful misconduct in connection with this Agreement.

**7.3 Limitation of Liability.** Notwithstanding any other provision of this Agreement, in no event, shall District or Agency be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the Services performed in connection with this Agreement.

## **8. GENERAL PROVISIONS.**

**8.1 Exclusive Use.** Services provided under the Agreement are for the exclusive use of the District and District students. No other persons shall be allowed onto District property for the purpose of receiving services by SCPH-SHPU.

**8.2 Health and Safety.** Agency is responsible for maintaining the health and safety of all District students and staff in the performance of this Agreement. Agency shall be responsible for complying with all applicable federal, state, county, District, or local laws, regulations, and guidelines regarding public health and safety, including but not limited to any requirements pertaining to a pandemic or epidemic.



**8.3 Compliance with Laws and District Policies.** Agency agrees to comply with all applicable federal, state, county and local laws and regulations, and District policies and practices in performing the Services under this Agreement. Failure to comply with such laws, regulations, and/or District policies and practices is considered a material breach of the Agreement and may result in termination.

**8.4 Fingerprinting Certification.** Pursuant to the procedures provided in Education Code section 45125.1, Agency and its employees, staff, agents and/or contractors (“SCPH-SHPU staff”) agree to fingerprint and perform background checks on any and all SCPH-SHPU staff who may come into contact with District students in the course of performing Services under this MOU. Agency further agrees to read and sign the Fingerprinting Certification attached hereto as **Attachment D** and incorporated herein, and to provide the District with such written certification that Agency has complied with the fingerprinting and criminal background investigation requirements of the California Education Code with respect to all SCPH-SHPU staff who may have contact with District students in the course of providing the Services, and that the California Department of Justice has determined that none of those employees has been convicted of a felony, as defined in Education Code sections 45122.1, *et seq.* A complete and accurate list of such cleared individuals who may come in contact with District students during any term of this Agreement will be maintained by Agency and made available to the District upon request.

**8.5 Subsequent Arrest Notification.** Agency shall notify the District within 24 hours of any notice (e.g. a subsequent arrest notice) that a SCPH-SHPU staff was arrested if that person has had or may have contact with District students.

**8.6 Child Abuse Reporting.** To the extent that Agency and its employees or contractors are deemed “mandated reporters” under Penal Code section 11165.7, Agency affirms that Agency and its employees or contractors who will be providing Services to the District are annually trained in, and shall comply with, all applicable child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code sections 11164 *et seq.* and Education Code section 44691.

**8.7 Tuberculosis Examination.** Agency shall comply with the requirements of California Education Code section 49406 and Health and Safety Code section 125125, *et seq.* regarding the assessment and, as applicable, examination, of all employees, contractors and volunteers for tuberculosis. For each employee or contractor of Agency that may provide Services under this Agreement, Agency shall provide to District documentation of such compliance before Agency’s employees or contractors come in contact with a student.

**8.8 Independent Contractor.** Nothing contained in this Agreement will be construed as creating any agency, partnership, or other form of joint enterprise between the Parties or SCPH-SHPU staff. The relationship between the Parties will at all times be that of independent contractors. Neither Party will have authority to contract for or bind the other in any manner whatsoever. This Agreement confers no rights upon either Party except those expressly granted herein. Agency shall assume full responsibility for payment of all federal, state and local taxes or contributions including Unemployment Insurance, Social Security and Income Taxes with respect to Agency’s employees.

**8.9 Force Majeure.** A Party shall be excused from the performance of any obligation imposed in this Agreement and the Attachments hereto for any period and to the extent that a Party is prevented from performing such obligation, in whole or in part, as a result of delays caused by the other Party or third Parties, a governmental agency or entity, an Act of God, war, terrorism, civil disturbance, forces of nature, fire, flood, earthquake, pandemic, epidemic, strikes or lockouts, and such nonperformance will not be a default hereunder or a grounds for termination of this Agreement. Agency shall not be entitled to recover any monetary damages from District as a result of a force majeure event.

**8.10 Non-Discrimination.** Agency affirms that it shall not, in employment or operation of its programs and Services, unlawfully discriminate on the basis of nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristic.

**8.11 Confidentiality and Student Privacy.** Agency and all of its employees, agents, personnel, and/or contractors shall maintain the confidentiality, and protect from unauthorized disclosure, of any and all information received in the course of performing any and all Services pursuant to this Agreement, including but not limited to all District student information and records, whether disclosed verbally, identified as confidential or proprietary at the time of disclosure, or that the Agency should have reasonably determined to be confidential based on the nature of the information and/or the circumstances of its disclosure. Agency and all of its employees, agents, personnel, and/or contractors shall not use such confidential information for any purpose other than carrying out the obligations under this Agreement. Agency understands that all student records are confidential and agree to comply with all applicable federal, state, and local laws concerning the maintenance and disclosure of student records, including but not limited to the Family Educational Rights and Privacy Act ("FERPA"). This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

**8.12 Disputes.** In the event of a dispute between the Parties as to performance of the Services, interpretation of the Agreement, or payment, the Parties will meet and confer and attempt to resolve the matter informally. Thereafter, the Parties agree that any and all disputes in any way arising out of or relating to this Agreement will be submitted for resolution by non-binding mediation. Each Party in such mediation shall bear its own costs and attorneys' fees incurred in connection with the mediation. Neither Party may initiate any arbitration or legal action prior to the conclusion of the mediation.

**8.13 Governing Law/Jurisdiction.** This Agreement shall be construed in accordance with and governed by the laws of the State of California. Any legal action or proceeding brought to enforce the terms and conditions of this Agreement shall be based in Sacramento County, California.

**8.14 Notice.** Any notice, demand or other communication required or desired to be given under the Agreement shall be in writing and shall be deemed given (i) upon receipt when delivered by hand; (ii) one (1) business day after being sent by facsimile (with a transmission receipt verified by the sender and a hard copy promptly dispatched by United States mail, postage prepaid); (iii) one (1) business day after being sent by Federal Express or other nationally recognized overnight courier for next business day delivery, fee prepaid; or (iv) three (3) days after being mailed by first-class certified or registered mail, return receipt requested, postage prepaid, addressed as follows:

If to District:

Sacramento City Unified School District  
Attn: Tina Alvarez Bevens, Contract Analyst  
5735 47<sup>th</sup> Avenue  
Sacramento, California 95824

If to Agency:

County of Sacramento, Department of Health Services  
Attn: Olivia Kasirye, Health Officer  
7001-A East Parkway Ste. 1000  
Sacramento, CA 95823

**8.15 Assignment.** Neither the Agreement nor any duties or obligations under the Agreement shall be assignable by a Party to the Agreement without the express prior written consent of the other Party.

**8.16 Severability.** In the event any term, condition, or provision of the Agreement shall be held to be invalid, void, and/or unenforceable, the remaining provisions of the Agreement shall continue in full force and effect, and be valid and binding on the Parties hereto.

**8.17 Attorneys' Fees and Costs.** In the event of any legal action or proceeding to enforce any term or provision of the Agreement, or to collect any portion of the amount payable under the Agreement, each Party shall bear its own litigation and collection expenses, including witness fees, court costs, and attorneys' fees and costs.

**8.18 Captions.** The captions of paragraphs used in the Agreement are for reference only and the text thereof are not to be construed as material to the understanding or interpretation of the respective provisions.

**8.19 Entire Agreement.** This Agreement constitutes the entire agreement between the Parties and supersedes any and all prior discussions, negotiations, and agreements, either oral or written, between the Parties hereto with respect to the subject matter hereof, and no other agreement, statement, or promise relating to the subject matter of the Agreement which is not contained in it shall be valid or binding. This Agreement may be amended or modified only by the mutual written consent of the Parties hereto.

**8.20 Counterparts.** This Agreement may be executed by the Parties hereto in any number of counterparts (and by each of the Parties hereto on separate counterparts), each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute but one and the same instrument.

**8.21 Incorporation of Recitals and Attachments.** The recitals and each Attachment attached hereto are hereby incorporated herein by reference.

**8.22 Governing Board Approval.** In accordance with Education Code section 17604, this Agreement is subject to approval or ratification by the District Board of Education, and does not become effective until and unless such approval/ratification is obtained.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement upon the terms, conditions and provisions set forth above.

**County of Sacramento,  
Department of Health Services**

**Sacramento City Unified School District**

\_\_\_\_\_  
Name: Olivia Kasirye

\_\_\_\_\_  
Name: Janea Marking

Health Officer  
Title

Chief Business Officer  
Title

\_\_\_\_\_  
Signature

Signed by:  
*Janea Marking*  
D2972921888C416...

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

08/19/2024

\_\_\_\_\_  
Date

## ATTACHMENT A

### Prior MOU

DocuSign Envelope ID: FCBE025F-38D6-4AA8-AF19-AFC9C72D17D4

#### Memorandum of Understanding

Between

Sacramento City Unified School District (SCUSD),

and

Sacramento County Public Health, Sexual Health Promotion Unit  
(SCPH-SHPU)

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Sacramento County Division of Public Health, Sexual Health Promotion Unit (SCPH-SHPU) and the Sacramento City Unified School District (SCUSD), to improve the health and well-being of our region's youth by working together to increase access to sexual and reproductive health services and reduce HIV/STD and teen pregnancy.

#### Background

Based on 2020 U.S. Centers for Disease Control and Prevention (CDC) data, California had the highest number of reported chlamydia, gonorrhea, and adult (primary and secondary) syphilis cases, as well as the second most congenital syphilis cases of all states. Striking disparities in STI burden persist, with the highest STI rates continuing to occur in young people, Black/African Americans, and gay, bisexual, and other men who have sex with men (MSM). These disparities are particularly important because people at higher risk for STIs may also be at risk for related adverse health outcomes such as HIV infection, infertility, ocular and neurosyphilis, and multi-drug resistant gonorrhea, among others.

Sacramento County's Sexual Health Promotion Unit provides mobile medical services related to sexual and reproductive health through the Wellness Without Walls program (W3). Trained staff provide counseling and education and administer free HIV and STI testing for W3 clients. The W3 team includes a Nurse Practitioner who can prescribe treatment for sexually transmitted infections as needed.

#### Purpose

This MOU will outline the partnership between SCPH-SHPU and SCUSD to implement sexual and reproductive health services to include the following:

- SCPH – SHPU will provide mobile sexual health services to students through the Wellness Without Walls (W3 program).
- SCPH-SHPU will assist educators in providing evidence-based sexual health education to youth in the SCUSD, upon request
- SCUSD will permit SCPH-SHPU staff and W3 mobile medical unit onto school property to provide services
- SCUSD nurses and support staff will assist with promoting The W3 Program services to youth in collaboration with SCPH – SHPU staff.

#### Funding

This MOU is not a commitment of funds.

DocuSign Envelope ID: FC8E025F-38D6-4AA9-AF19-AFC9C72D1704

**Duration**

This MOU may be modified only by mutual written consent of authorized officials from Sacramento County Public Health or Sacramento County Child Protective Services. This MOU shall become effective upon execution and will remain in effect, through June 30, 2025. Either party may terminate their participation in this MOU, with or without cause, by giving written notice at least 30 days prior to the effective date of such termination to the address listed below.

**Contact Information**

Sacramento City Unified School District  
5735 47th Avenue, Sacramento, CA 95824

DocuSigned by:  
*Jesse M. Castillo*  
02744494152012

\_\_\_\_\_  
Signature

Assistant Superintendent

\_\_\_\_\_  
Title

10/06/2023

\_\_\_\_\_  
Date

County of Sacramento, Department of Health Services  
7001-A East Parkway Ste. 1000, Sacramento, CA 95823

DocuSigned by:  
*Olivia Kasinye*  
02744494152012

\_\_\_\_\_  
Signature

Health Officer

\_\_\_\_\_  
Title

10/17/2023

\_\_\_\_\_  
Date

**ATTACHMENT B**

**Services to be Provided**

**SACRAMENTO COUNTY PUBLIC HEALTH, SEXUAL HEALTH PROMOTION UNIT**

**Wellness Without Walls - Mobile Program Services**

- Testing and treatment for STIs including HIV
- Pregnancy testing
- Birth control
- Risk reduction counseling & supplies.
- Assisting teacher with state mandated sexual health education per the California Healthy Youth Act

**ATTACHMENT C**  
**District Properties**

1. Hiram Johnson High School



**ATTACHMENT D**

**Fingerprinting Certification**

I, \_\_\_\_\_, on behalf of \_\_\_\_\_ ("Contractor"), certify that, pursuant to Education Code section 45125.1, Contractor has conducted the required criminal background check(s) of all persons who will be providing services to the Sacramento City Unified School District ("District") on behalf of Contractor, and that none of those persons have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c). I understand that this certification is not to be signed and submitted until I have received clearance from DOJ regarding those persons named. As further required by Education Code section 45125.1, **attached hereto** is a list of names of the employees or agents of Contractor who will be providing services to the District and who are required to be fingerprinted. I agree to keep this list current and to notify the District of any addition/deletions as they occur.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed this \_\_\_\_\_, 2024, in Sacramento, California.

(Seal of business)

By: \_\_\_\_\_  
(Signature)

**“BOARD OF DIRECTORS’ RESOLUTION / SIGNATURE AUTHORITY”**

WHEREAS, a proposed contract with the COUNTY OF SACRAMENTO for the delivery of services by this organization has been determined to be in the best interest of 1. Sacramento City Unified School District by its duly constituted Board of Directors:

NOW, THEREFORE, BE IT RESOLVED: That the persons named below are authorized to negotiate and execute, on behalf of the above stated corporation, said contract and any and all documents pertaining to this contract, and to submit claims for reimbursement and other financial reports required by said contract;

AND FURTHERMORE: That the signatures recorded below are the true and correct signatures of the designated individuals.

**AUTHORIZED TO EXECUTE CONTRACT:**

2. Chief Business and Operations Officer  
Title

3. Janea Marking  
Name

4.   
Signature

**AUTHORIZED TO SUBMIT CLAIMS:**

5.  
Title

6.

7.  
Signature

**CERTIFICATION**

I certify that I am the duly qualified and acting Secretary of 8. Sacramento City Unified School District, a duly organized and existing California 9. Nonprofit (corporation). The foregoing is a true copy of a Resolution adopted by the Board of Directors of said corporation, at a meeting legally held on 10. 9/5/2024, and entered into the minutes of such meeting, and is now in full force and effect. Date: 11. 9/5/24

12. Lisa Allen  
Name (Type or Print)

13.   
Signature

Contractor Information Letter

March 22, 2024

Sacramento City Unified School District  
5735 47<sup>th</sup> Avenue  
Sacramento, CA 95824

**SUBJECT: Pending Agreement with the County of Sacramento, Department of Health Services, Division of Public Health**

You or your agency are being contracted to provide services to Sacramento County residents in Fiscal Year 2024-2026. The following information is required in order to process your contract accurately and timely.

1. **Contractor's Legal Business Name:** Sacramento City Unified School District
  
2. **Business Address:**  Same as above  
 New address, as follows: 5735 47th Avenue, Sacramento CA 95824  
  
Chief Business and Operations Officer
  
3. **Service Delivery address**, if different than above: **Please complete form Service Delivery Address List.** Please include every site where services are delivered.
  
4. **Work Phone:** (916) 643-9055 **Other phone:** \_\_\_\_\_
  
5. **E-mail address:** janea-marking@scusd.edu
  
6. **You are contracting as (please check only one):**  individual provider  business owner  
**Type of business:**  Corporation **In which state?** \_\_\_\_\_  Sole Proprietorship  Partnership  
 Government agency/organization  
  
**Is this a nonprofit organization?**  Yes  No
  
7. **How many full time employees work for your company?** 4,000
  
8. For the purposes of this contract, the County may or may not withhold taxes from the provider.  
**(Please Note:** IRS rules may require the County to withhold taxes from some providers.) **Would you prefer to have taxes withheld?**  Yes  No
  
9. **Contact person for this organization:** Jacqueline Garner **Phone No.** (916) 643-9412
  
10. **Do you or your company own or lease vehicles to be used while performing services under this contract?**  
 Yes  No
  
11. **Employer Identification Number:** 94-6002491
  
12. **DUNs number(s):** \_\_\_\_\_

13. Your agency's fiscal year is:  January 1<sup>st</sup> – December 31<sup>st</sup>  July 1<sup>st</sup> – June 30<sup>th</sup>  
 Other \_\_\_\_\_ to \_\_\_\_\_  
(month) (day) (month) (day)

14. If contracting as a Corporation, **please attach a copy of the Resolution approved by your agency's Board of Directors** that authorizes your organization to enter into a contract with the County. The Resolution should also include the names and titles of each person authorized to execute the agreement and to submit claims for payment.

15. In order for your contract to be executed, you **must provide a certificate of insurance** for the appropriate types of insurance and amounts indicated in your Sacramento County contract. **Sacramento County must be named as Additional Insured** for General Commercial Liability coverage, and an **Additional Insured Endorsement page must be submitted**.

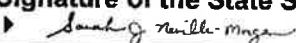

16. **Please return this completed form to [lepid@sasscounty.gov](mailto:lepid@sasscounty.gov) no later than April 4, 2024.** If you have any questions regarding this process, please contact me at (916) 875-2335.

Sincerely,

DionJanae Lepisi  
Administrative Services Officer I  
Sacramento County Public Health

California Department of Education  
 Fiscal Administrative Services Division  
 AO-400 (REV. 09/2014)

### Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Lisa Allen, Interim Superintendent Sacramento City Unified PO Box 246870 Sacramento, CA 95824-6870			<b>CDE GRANT NUMBER</b>			
			<b>FY</b> 24	<b>PCA</b> 15752	<b>Vendor Number</b> 6743	<b>Suffix</b> RR
<b>Attention</b> Expanded Learning Programs Coordinator			<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>		<b>COUNTY</b> 34	
<b>Program Office</b> Expanded Learning Office			<b>Resource Code</b> 3225	<b>Revenue Object Code</b> 8290	<b>INDEX</b> 0150	
<b>Telephone</b> (916) 643-9000						
<b>Name of Grant Program</b> Elementary and Secondary School Emergency Relief (ESSER) III Summer R-1 Renewal Grant Program					0150	
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>	<b>Award Ending Date</b>
	\$655,000.00	\$27,109.97	\$682,109.97	1	07/01/23	09/30/24
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>		<b>Federal Agency</b>		
84.425U	S425U210016-21A	American Rescue Plan—ESSER III		U.S. Dept. of Education		
I am pleased to inform you that your ESSER III Summer R-1 Renewal Grant Program for the purposes of Section 2001(f)(3) of the federal American Rescue Plan Act of 2021 (P.L. 117-2) was amended.						
This award is made contingent upon the availability of funds. If the Legislature takes an action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.						
By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the Analyst listed below to discuss other signing options.						
Please email the signed Grant Award Notification (AO-400) to: Fred Sharp at Fsharp@cde.ca.gov						
<b>California Department of Education Contact</b> Fred Sharp				<b>Job Title</b> Associate Governmental Program Analyst		
<b>E-mail Address</b> Fsharp@cde.ca.gov				<b>Telephone</b> 916-319-0720		
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 				<b>Date</b> 8/14/2024		
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b> <i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.</i>						
<b>Printed Name of Authorized Agent</b> Janea Marking				<b>Title</b> Chief Business & Operations Officer		
<b>E-mail Address</b> janea-marking@scusd.edu				<b>Telephone</b> (916) 643-9055		
<b>Signature</b> Signed by: 				<b>Date</b> 08/28/2024		

CDE Grant Number: 34-15752-6743-RR

August 14, 2024

Page 2

The purpose of the ESSER III Summer Grant Program is for the implementation of evidence-based summer enrichment programs, and ensure such programs respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student populations described in Section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 United States Code [U.S.C.] 6311[b][2][B][xi]), students experiencing homelessness, and children and youth in foster care.

**Administrative and Program Requirements**

**Reporting Requirements**

Attendance and expenditure reports are due each year by July 31 for each site funded. The CDE will withhold ESSER III Summer Grant Program payments in a manner consistent with their qualifying After School Education and Safety (ASES) Program funding if reports are not submitted. Grants may be terminated when a site or program does not comply with reporting requirements (California Education Code [EC] sections 8426[i], 8483.7[a][1][G], and 8484.8[b][3]).

Attendance and expenditures for the ESSER III Summer Grant Program must be tracked and submitted separately from existing ASES, 21st Century Community Learning Centers (CCLC), and After School Safety and Enrichment for Teens (ASSETs) grants.

**Attendance Reporting**

Grantees will report ESSER III Summer Grant Program attendance separately from their ASES, 21st CCLC, and ASSETs Programs attendance based on the total amount of students involved in the program. Accurate attendance records must be kept using a clearly defined record-keeping procedure. Actual student program attendance must be sent to the Expanded Learning Division on a bi-annual basis broken into two halves per year (first half is for July 1–December 31 and second half is for January 1–June 30) via the attendance reporting form.

Funding may be used to enhance existing programming without serving additional students or to enhance programming and serve additional students. Submit a narrative describing the enhancements that the funding will be used for along with a budget for the Performance Period to document the budget for the program enhancements.

**Expenditure Reporting**

Grantees will report ESSER III Summer Grant Program expenditures separately from their qualifying ASES, 21st CCLC, and ASSETs Program expenditures. Each site will submit on a quarterly basis, expenditure reports broken into four quarters (July 1–September 30, October 1–December 31, January 1–March 31, and April 10–June 30) via the After School Support and Information System (ASSIST).

ESSER III Summer Grant Program funds may be carried over into the next fiscal year, but not beyond the two-year grant period.

**Operational Requirements**

The program site is the physical location where the ESSER III Summer Grant Program activities and services are provided, and a site that is approved by the CDE. Grant funds should be used to establish and/or enhance Summer Expanded Learning Programs during summer, vacation, and intersession time periods. A grantee that operates a Summer/Supplemental Program may open eligibility to every pupil attending a school in the school district. Priority for enrollment shall be given to the pupils enrolled in the school that receives the grant. (EC sections 8422[c] and 8483.76[d])

**Payments**

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
80 percent	On receipt of the signed original grant award letter AO-400.
20 percent	20 percent will be withheld until the final attendance and expenditure reports are received. Payments will only be made up to the amount expended through the ESSER III Summer Grant Program.

**Memorandum of Understanding  
Between the University  
and  
Sacramento City Unified  
School District**

This Memorandum of Understanding (“MOU”) is intended to outline the responsibilities and expectations of The Regents of the University of California, on behalf of its Davis campus (“the University”), and a non-profit community host partner (“CHP”). The University and the CHP are collectively referred to as “the Parties.”

**Purpose**

The University shall provide civic engagement and experiential learning opportunities to enrolled undergraduates (“Fellows”) through courses and practical experiences with CHPs in K-12 education, Climate Action, and Food Insecurity focus areas on California Volunteers #CaliforniansForAll (“UC Davis College Corps). Fellows shall receive a living allowance and education award from the UC Davis College Corps grant for their civic engagement service hours to CHPs. The University and the CHP mutually benefit from permitting Fellows to learn and obtain experience by serving during their undergraduate experiences.

The University and the CHP desire to work collaboratively to improve the alignment of civic engagement strategies and the coordination of resources to increase undergraduate fellow civic engagement experiences and support, impact members of regional communities, and continue growth in learning and social justice perspectives. The University and the CHP intend to conduct dynamic data exchanges to improve and guide continuous improvements to targeted support activities, resources and services for community members, and fellows who engage in such efforts.

**Roles and Responsibilities of the Parties:**

**The CHP Shall:**

- A. Approve the recommended Fellow’s assignment and site location before the service start date.
- B. Provide practical, direct service experience for the Fellow assigned to the CHP.
- C. Identify a CHP member as the Fellow’s supervisor to the Fellow and the University. The CHP supervisor shall regularly meet with the Fellow to facilitate the Fellow’s learning experience, provide support, review progress on assigned projects, document and verify hours, give the Fellow feedback, and participate in required training and meetings conducted by the University.
- D. Provide the Fellow with an orientation, tour of the location facilities, introduction to CHP staff and its affiliates, the CHP’s operations, emergency and service protocols, and check-in and check-out recordkeeping instructions.
- E. Provide the Fellow with a description of the Fellow’s tasks and responsibilities, which must not supplant CHP employment positions. Evaluate the Fellow, if requested by the University.
- F. Provide the Fellow with appropriate training, materials, and safety equipment, before the Fellow uses CHP equipment, materials, or other resources. The training must not exceed 20% of the fellow service hours (90 of 450 service hours).
- G. Seek approval from the University for the Fellow’s host site location change 14 days in advance of the change date and if approved, notify the Fellow 7 days before the change date. If denied, CHP will not decrease scheduled service hours or negatively impact the Fellow’s fellowship.
- H. Inform the University of additional unexpected costs or expenses projected for the Fellow and receive

approval for such costs by the University before incurring the costs.

- I. Permit and assist with the collection of information about community members who receive services during delivery hours and provide information regarding the Fellow's hours of service ("Data"). The responsibilities and description of Data collected are detailed in Attachment 1, "*Data Sharing Responsibilities*," and Attachment 2, "Data Elements and Reporting Frequency" to this MOU.
- J. Upon written request to the University, the CHP may identify an alternative means that must be approved in advance by the University to meet grant reporting needs for the Fellow's service hours rendered.
- K. Evaluate the Fellows's delivery of tasks and responsibilities in the description, referenced in Paragraph E above, on a quarterly basis or alternative schedule approved by the University.
- L. Notify the University if the Fellow fails to perform assigned tasks, does not complete all program requirements, or engages in illegal or unethical misconduct.
- M. Ensure the Fellow's activities comply with the UC Davis College Corps grant requirements and prevent prohibited or illegal activities during service.
- N. Information that is relevant to the Fellow's performance at the CHP that is protected by the Family Educational Rights and Privacy Act ("FERPA") and/or any other applicable laws or regulations, may be shared between the CHP and the University. CHP must not disclose information about Fellows protected by FERPA to any third party without notifying the University in writing and obtaining the written consent of the Fellow, or except as required by law.

**The University Shall:**

- A. Identify undergraduates enrolled at the University, approve them as Fellows, and assign them to CHP no later than the 10<sup>th</sup> day of Fall instruction.
- B. Notify the CHP immediately of changes in eligibility by the Fellow.
- C. Receive from the CHP the official start and end dates of service, the physical location of service, location service alternatives, and the assigned supervisor for each Fellow placed at the CHP's location.
- D. Advise the Fellow that neither the University nor the CHP is responsible for any costs incurred by the Fellow while serving as a Fellow at the CHP. These costs may include, but are not limited to, costs for computer or telephone equipment, internet, and transportation.
- E. Notify the Fellow of the fund request support process for unforeseen expenses or incurred costs.
- F. Advise the Fellow of their responsibilities outlined in the Fellow's Service Agreement (FSA) at the UC Davis College Corps orientation and training and notify the Fellow of their additional responsibilities set forth in this MOU.
- G. Assist the CHP with the transfer or termination of the fellowship, or modified schedule of the fellowship. Provide the CHP with a written plan within 14 days of official notice to execute the request.
- H. Maintain general liability and worker's compensation insurance for Fellows while participating in the program.

**The Fellow's Responsibilities at the CHP:**

- A. Participate in all mandatory training required by California Volunteers, UC Davis College Corps, and the CHP, and complete all necessary forms promptly, including those outlined in the FSA.



- B. Use your own equipment and workspace with approved University software and security applications for remote participation.
- C. Use an official email address affiliated with the University (i.e., @ucdavis.edu) or approved by the CHP supervisor.
- D. Exhibit professional, ethical, and appropriate behavior when performing duties at the University and the CHP.
- E. Follow the Rules of Conduct in the FSA and the CHP's rules.
- F. Abide by the University's policies, including but not limited to, the Policy on Student Conduct and Discipline and Code of Academic Conduct.
- G. Immediately report concerns to the UC Davis College Corps through the UC Davis College Corps complaint process.
- H. Promptly complete all assigned documentation, tasks, and responsibilities, including timesheets, data logs, and applicable mileage forms, required by the UC Davis College Corps and the CHP supervisor.
- I. Complete an average of 10 to 15 hours per week between September 2024 and June 2025, and coordinate with the UC Davis College Corps and the CHP supervisor about alternative plans to sustain progress. The Fellow shall not complete service hours prematurely.

**It is Mutually Understood and Agreed By and Between the Parties That:**

- A. There is no monetary obligation from one Party to the other nor between the CHP and the fellows during the fellowship.
- B. The Parties shall meet to resolve any potential conflicts to facilitate a mutually beneficial experience for all involved.
- C. The Parties shall not unlawfully harass, allow the harassment of, or discriminate against any Fellow because of race, color, national origin (including caste or perceived caste), religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans ([UC Davis Policy and Procedure Manual 400-15](#)).
- D. The University reviews complaints from its campus community members of discrimination and/or harassment based on protected characteristics, sexual misconduct, relationship violence, stalking, and retaliation under the University's relevant policies, including but not limited to, the UC Davis Policy and Procedure Manual (PPM) 400-15, the UC Policy on Sexual Violence and Sexual Harassment, and the UC Policies Applying to Campus Activities, Organizations, and Students (PACAOS) 20.00, the UC PACAOS 140.00, and the UC PACAOS 150.00.
- E. If the CHP receives a complaint from a Fellow alleging discrimination, harassment, or retaliation and/or otherwise becomes aware of potential discrimination, harassment, or retaliation against a Fellow, the CHP shall promptly notify the University so that appropriate action may be taken. The notification shall be made even if the CHP has its own policies and/or procedures for addressing harassment, discrimination, and retaliation concerns.
- F. No employer-employee relationship exists between the CHP and the Fellow, and the Fellows assigned to the CHP, under this MOU, are assigned for educational purposes and shall not be considered employees of the University or the CHP for any purpose, including but not limited to, compensation for services, welfare, and pension benefits, or workers' compensation insurance.

Unless otherwise agreed to in writing by the University and the CHP, each Fellow may be assigned to the CHP from September 2024 to June 2025 for 10 to 15 hours per week.

**G. Term and Termination**

- a. This MOU shall become effective as of the last written date below and shall remain in effect for one year after that date, unless terminated earlier by the Parties.
- b. The Parties may terminate this MOU, without cause, by providing 30 days prior written notice to the other Party, provided however, that no termination shall take effect with respect to enrolled fellows, who shall be permitted to complete their training for any quarter term in which termination would otherwise occur.
- c. The CHP may immediately terminate the Fellow’s service placement if the Fellow violates the CHP’s standards of conduct, policies, procedures, or instructions or if the CHP’s business necessity requires termination.

**General Provisions**

- A. Confidentiality. The Parties to this MOU shall maintain the confidentiality of all Data exchanges by each and every other Party pursuant to the terms of this MOU and the Attachments. The confidentiality requirement under this paragraph and Attachments 1 and 2 shall survive the termination or expiration of this MOU or any subsequent MOU intended to supersede this MOU.
- B. Use of Names. Nothing in this MOU confers on either Party the right to use the other Party’s name without prior written permission or constitutes an endorsement of any commercial product or service by either Party.
- C. Notices. All notices described in this MOU shall be in writing and shall be considered given upon personal delivery of the written notice or within four days after deposit in the mail, certified or registered, and addressed to the appropriate address set forth below. Any change in address shall be made by written notice pursuant to this paragraph.

If to the CHP:

Attn:  
SCUSD-Contracts Office  
Attn: Tina Alvarez Bevens  
[tina-alvarez-bevens@scusd.edu](mailto:tina-alvarez-bevens@scusd.edu)  
5735 47th Avenue  
Sacramento CA 95824

If to the University of California, Davis:

Attn: Timo Rico, Ed.D.  
Office of the Vice Chancellor for Student Affairs  
One Shields Ave  
476 Mrak Hall  
Davis, CA 95616

**Community Host Partner Organization**

[Janea Marking, Sacramento City Unified School District](#)

\_\_\_\_\_  
Name

[Chief Business and Operations Officer](#)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**University of California, Davis**

Timo Rico, Ed.D.  
Executive Director, Student Affairs Assessment & UC Davis College Corps

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## **Attachment A: Data Sharing Requirements.**

### **A. Summary of Applicable Legal Authority**

Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C § 1232g et seq.; 34 CFR Part 99 et seq).  
California Private Postsecondary Education Act of 2009, California Education code § 94800.  
California Information Practices Act of 1977 § 1798 et seq.  
Privacy of Pupil Records provisions of the California Education Code § 49073 et seq.

### **B. Purpose for Data Sharing**

- a) To conduct studies and program evaluation including for developing, validating, or administering predictive tests, administering student aid programs, and improving instruction in a manner consistent with the Family Educational Rights and Privacy Act of 1974 (“FERPA”) (20 U.S.C. § 1232g; 34 CFR Part 99) and the Privacy of Pupil Records provisions of the California Education Code § 49073 et seq.) (specifically 20 USC 1232g (b)(l)(F); 34 CFR Part 99.3 l(a)(6); California Education Code §49076(a)(2)(E));
- b) For auditing or evaluating a Federal or State supported educational program (20 USC § 1232g(b)(l)(C), (b)(3) and (b)(S); 34 CFR Parts 99.31(a)(3) and 99.35(a)(1)) and the Privacy of Pupil Records provisions of California Education Code § 49076(a)(l)(C);
- c) For the release of personally identifiable student data without prior written parental or student or student consent if the release is to “organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving institutions, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by person other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.” (20 USC 1232g (b)(1)(F); California Education Code § 49076 (a)(2)(E));
- d) To provide non-identifiable statistical data to public agencies, public entities, or private nonprofit college, university, or educational research and development organization for the best educational interests of students (Education Code § 49074).

### **C. Responsibilities**

- A. The Parties agree not to use Data collected and shared under this MOU for purposes other than those set forth in this MOU and Attachments 1 and 2. Nothing in this MOU may be construed to allow the maintenance, use, disclosure, or sharing of personally identifiable information in a manner not permitted by Federal or State law or regulation. The Parties shall not use the Data for commercial reasons, personal gain or profit.
- B. The Parties shall not redisclose any Data with personally identifiable information to any other requesting individuals, agencies, or organizations that are not a part of this MOU, unless required by law. The Party shall provide notice to the other party within 48 hours of receiving a legal demand for disclosure of Data. When possible, such demands will be redirected to Party that is the provider of the Data.
- C. Each Party acknowledges that it has been provided with the notice required under 34 CFR §99.33(d) that it is strictly prohibited from redisclosing student education records, or personally identifiable information contained in student education records, that it receives pursuant to this MOU to any other third party except as authorized by applicable law or regulation.
- D. The Parties agree to comply with the requirements governing maintenance of records of each request for access to, and each subsequent disclosure of, student education records set forth

under 34 CFR § 99.32, as applicable.

- E. The Parties shall use a secure, mutually agreed upon means and schedule to identify the appropriate data fields and transfer Data to meet grant reporting needs as detailed in Attachment 2 of this MOU.
- F. The Parties acknowledge that the Data provided pursuant to this MOU is confidential and agree to use commercially reasonable efforts to protect the Data from unauthorized disclosures to any third parties and to comply in all material respects with all applicable State, and Federal confidentiality laws and regulations including but not limited to FERPA.
- G. The Parties shall keep all Data in a location physically and electronically secure from unauthorized access. Data shall be stored and processed so that unauthorized persons cannot retrieve or alter the information by means of a computer, remote terminal, or other means.
- H. The Parties agree that all publications, reports, or findings, including evaluation and validation of data, will be vetted and approved in writing by all parties prior to being published or distribute. This paragraph will survive the termination of this MOU.
- I. The Parties agree that any Data disclosed under this MOU remains the property of the disclosing Party.
- J. Upon written request to the University, the CHP may identify an alternative means that must be approved in advance by the University to meet grant reporting needs for the Fellow's service hours rendered.
- K. Destruction. The Parties further agree that Data shall be destroyed or returned to the Party disclosing the Data when no longer needed for the purpose for which it was obtained, or upon expiration or termination of this MOU. The Data shall be destroyed or returned to the disclosing Party within thirty (30) days of the expiration or termination of this MOU.
- L. Unauthorized Access or Disclosure. The Parties agree to promptly notify the other Parties of any actual or suspected unauthorized access and/or disclosure of the Data or any other non-public information shared under this MOU. Any such notification shall be provided within seventy-two (72) hours of the discovery of the actual or suspected breach and shall include at a minimum, if known:
  - a. The facts and circumstances of the unauthorized use or disclosure (e.g., security incident, unauthorized disclosure);
  - b. The specific data that was used or disclosed without authorization;
  - c. Who made the unauthorized use or received the unauthorized disclosure.
  - d. What the Party has done or will do to mitigate any effects of the unauthorized disclosure use or disclosure; and,
  - e. What corrective action the Party has taken or will take to prevent future occurrences.

## Attachment B: Data Elements and Reporting Frequency

Reporting Guidelines for UC Davis College Corps Fellows Outcome Data:

This section outlines the frequency and timeframe for Community Host Partners (CHPs) to report data related to the services provided by UC Davis College Corps Fellows. It specifies the data elements that must be reported, ensuring alignment with the nature of the services delivered by the Fellows.

### A. Reporting Frequency:

- 1) CHPs are required to submit data to the University on a quarterly basis. These scheduled reports maintain alignment with our strategic goals, fulfilling grant requirements, and enhancing the effectiveness of our Fellow services across all areas of intervention. Fellows will collect Data reported by CHPs as a part of their output data collection responsibilities.
- 2) The first report is due at the end of the calendar year (December 20, 2024), providing an interim overview of the progress and preliminary impacts of ongoing projects.
- 3) The second (March 21, 2025), third (June 30, 2024) and final report (September 26, 2025) should be submitted at the conclusion of the program year, offering a comprehensive analysis of all outcomes achieved.

### For Tutoring Services:

*Individualized Student Academic Performance Data:* CHP will report on baseline, mid-semester, and end-of-semester academic performance, specifically grades in English and math courses, differentiated those students who received services from those who did not in a stratum to assess tutoring impact compared to the general student population.

#### Data Elements for Tutoring Services

- **Unique Student Identifier (Text or Numeric):** An anonymized code used to uniquely identify individual students within the CHP. This identifier may be a pre-existing institutional ID or a code generated for the purposes of this agreement. It must remain consistent across all reports to track changes in academic performance over time.
- **English Tutoring (Text, 'Yes' or 'No'):** Indicates whether the student received English tutoring services during the reporting period.
- **Math Tutoring (Text, 'Yes' or 'No'):** Indicates whether the student received Math tutoring services during the reporting period.
- **Academic Performance: English Grade (Numeric GPA [on a 4.0 scale] or Text Grade ['A' through 'F']):** Reports the student's English grade at baseline, mid-semester, and end-of-semester.
- **Academic Performance: Math Grade (Numeric GPA [on a 4.0 scale] or Text Grade ['A' through 'F']):** Reports the student's Math grade at baseline, mid-semester, and end-of-semester.

### For Mentoring Services:

*Primary Mentoring Goal and Perceived Impact Score:* CHP will identify a primary mentoring goal from a predefined list supplied by The University. Additionally, a *Perceived Impact Score* must be provided, assessing the progress made towards achieving the designated mentoring goal because of the services provided to the student. This score should reflect the perceived effectiveness of the mentoring intervention to the student beneficiary.

#### Data Elements for Mentoring Services

- **Unique Student Identifier (Text or Numeric):** An anonymized code to uniquely identify students within the CHP, consistent across all reports.
- **Mentoring Goal (Text):** The primary mentoring goal selected from a predefined list provided by The University, associated with each student.

- **Perceived Impact Score (Numeric):** A score reflecting the student's progress towards the mentoring goal, measured on a predefined scale (e.g., 1-10) provided by The University.

**For Classroom Support Assistance:**

*Aggregated Student Academic Performance Data:* CHP will report on baseline, mid-semester, and end-of-semester academic performance of students (aggregated) impacted by embedded classroom support rendered by Fellows.

*Pertinent Mentoring Goals and Aggregated Impact Data:* CHP will identify pertinent mentoring goals from a predefined list supplied by The University. Additionally, a *Perceived Impact Score* must be provided, assessing the progress made towards achieving the designated mentoring goal because of the services provided to students in the classroom by Fellows.

**Data Elements for Classroom Support Assistance**

- **Unique Cohort Identifier (Text or Numeric):** A code used to uniquely identify and distinguish between the specific group(s) or cohort(s) of students that received embedded whole-classroom support from Fellows. When the composition of a group remains reasonably static over time, this identifier must remain consistent across all reports to track changes in the group's academic performance over time.
- **Academic Performance: Average Grade (Numeric GPA [on a 4.0 scale]) or Grade Distribution [Aggregated counts of students by earned letter grade 'A' through 'F'] by Subject (English, Math, Social Studies, and Natural Sciences):** For each unique cohort identifier, a report of the groups' average GPA or grade ('A' through 'F') distribution during the term of interest, disaggregated by the subject categories in English, Math, Social Science, and Natural Sciences. Academic performance data to be reported at baseline, mid-semester, and end-of-semester.
- **Pertinent Mentoring Goal(s) (Text):** The pertinent mentoring goal(s) addressed by Fellows in the classroom, as selected from a predefined list provided by The University.
- **Perceived Impact Score (Numeric):** A score reflecting the overall progress of students in the classroom towards each pertinent mentoring goal identified, as measured on a predefined scale (e.g., 1-10) provided by The University.

**For Food Insecurity Education and Outreach Services:**

*Intent to Change Behavior:* CHP will report the number of unique individuals reached and the number who indicated an intent to change behavior because of Fellows' efforts. It includes those expressing a desire to adopt a healthier or more nutritious diet, and those intending to help alleviate issues of food insecurity in the community. Partners will track and report these intentions using a standardized format provided by The University.

**Data Elements for Food Insecurity Education and Outreach Services**

- **Unique Community Member Identifier (Text or Numeric):** An anonymized code to uniquely identify individuals engaged in the program by Fellows.
- **Intent to Change Behavior (Text, 'Yes' or 'No'):** Indicates whether the individual expressed an intent to adopt a healthier diet or contribute to alleviating food insecurity.

**For Food Distribution Services (to community members impacted by food insecurity):**

*Increase in Professed Level of Food Security:* CHPs will document the number of unique individuals reached and those who report an increase in their perceived level of food security because of the distribution during the Fellow's service hours. CHPs are required to use a standardized reporting tool provided by The University with Fellows to ensure accurate and consistent data collection.

**Data Elements for Food Production and Distribution Services**

- **Unique Community Member Identifier (Text or Numeric):** An anonymized code to uniquely identify recipients of food distribution services. Aggregate reporting is permitted if individual data collection is not feasible, ensuring non-duplicative counting of individuals who may receive multiple interventions.



- **Increase in Food Security (Text, 'Yes' or 'No')**: Indicates whether the individual reported an increase in their level of food security after receiving food.

**For Food Production and Distribution Services (to secondary distribution organizations):**

*Increase in Professed Capacity to Ameliorate Food Insecurity*: CHPs that function as direct producers and suppliers of food to secondary distribution organizations (such as food banks) will report both the number of organizations served and the extent to which these organizations report an increase in their capacity to alleviate food insecurity in the community as a direct result of receiving these supplies.

**Data Elements for Food Production and Distribution Services (to secondary distribution organizations)**

- **Secondary Distribution Organization(s) Name (Text)**: The name(s) of the secondary distribution organization(s) to which the CHPs supply food.
- **Increase in Capacity to Alleviate Food Insecurity (Text, qualitative or quantitative)**: A detailed account or metric that describes the extent to which the secondary distribution organization has reported an increase in their capacity to alleviate food insecurity during the reporting period as a direct result of receiving the goods provided by the CHP. This may include quantitative data such as percentage increase in the volume of food distributed or qualitative feedback on improved service delivery or reach.

**For Climate Action and Environmental Stewardship Education and Outreach Services:**

*Intent to Change Behavior*: CHP will report the number of unique individuals engaged (collected by Fellows as a part of their output data collection responsibilities) and those who express an intent to change behavior to better protect the environment or to contribute to solutions that slow or mitigate the impacts of climate change during Fellow service hours.

**Data Elements for Climate Action and Environmental Stewardship Services**

- **Unique Community Member Identifier (Text or Numeric)**: An anonymized code to uniquely identify individuals engaged in climate action and environmental stewardship programs.
- **Intent to Change Environmental Behavior (Text, 'Yes' or 'No')**: Indicates whether the individual expressed an intent to improve environmental protection or mitigate climate change.

**For Climate Action and Environmental Stewardship Education and Outreach Services:**

*Increase in Knowledge of Environmental Stewardship and/or Environmentally Conscientious Practices*: CHPs will report the number of unique individuals reached and those who demonstrated an increase in their knowledge of environmental stewardship and environmentally conscientious practices during the Fellow service hours.

**Data Elements for Climate Action and Environmental Stewardship Services**

- **Unique Community Member Identifier (Text or Numeric)**: An anonymized code to uniquely identify individuals engaged in climate action and environmental stewardship programs.
- **Increase in Environmental Knowledge (Text, 'Yes' or 'No')**: Indicates whether the individual demonstrated an increase in knowledge about environmental stewardship.

**For Land Treatment Services:**

*Number of Acres of Parks or Public Land Improved*: For CHP engaged in land treatment efforts—including tree and shrub planting, debris clearing, habitat restoration, invasive plant removal, and fire or flood mitigation—the CHP will report the number of acres of parks or public land that have been improved because of Fellows' service hours.

**Data Elements for Land Treatment Services**

- **Unique Land Area Identifier (Text or Numeric)**: A code to uniquely identify and distinguish between parcels of land treated.
- **Acres Improved (Numeric)**: The number of acres improved because of intervention by UCD College Corps fellows.



## Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Lisa Allen, Interim Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-6870	<b>CDE GRANT NUMBER</b>			
	<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
	2024	25667	67439	01
<b>Attention</b> Lisa Allen, Interim Superintendent	<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>		<b>COUNTY</b>	
<b>Program Office</b> Accounting Office	<b>Resource Code</b>	<b>Revenue Object Code</b>	34	
<b>Telephone</b> 916-643-9000	7339	8590	<b>INDEX</b>	

<b>Name of Grant Program</b> College and Career Access Pathways Grant	0615
--	------

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$100,000		\$100,000		07/01/2024	06/30/2027

CFDA Number	Federal Grant Number	Federal Grant Name	Federal Agency

I am pleased to inform you that you have been funded for the College and Career Access Pathways Grant at New Technology High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Justin Keithline, Staff Services Analyst  
 Career and College Transition Division  
 California Department of Education  
 1430 N Street, Suite 4202  
 Sacramento, CA 95814-5901

<b>California Department of Education Contact</b> Diane Crum	<b>Job Title</b> Education Programs Consultant
---	---

<b>E-mail Address</b> <a href="mailto:CCAPgrant@cde.ca.gov">CCAPgrant@cde.ca.gov</a>	<b>Telephone</b> 916-323-5765
---	----------------------------------

<b>Signature of the State Superintendent of Public Instruction or Designee</b> 	<b>Date</b> August 7, 2024
---	-------------------------------

### CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

*On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.*

<b>Printed Name of Authorized Agent</b> Janea Marking	<b>Title</b> Chief Business & Operations Officer
--	---

<b>E-mail Address</b> <a href="mailto:janea-marking@scusd.edu">janea-marking@scusd.edu</a>	<b>Telephone</b> (916) 643-9055
---	------------------------------------

<b>Signature</b> 	<b>Date</b> AUG 20 2024
---	----------------------------

**Office of the Superintendent  
SCUSD**

### Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Lisa Allen, Interim Superintendent Sacramento City Unified School District PO Box 246870 Sacramento, CA 95824-4528	<b>CDE GRANT NUMBER</b>			
	<b>FY</b>	<b>PCA</b>	<b>Vendor Number</b>	<b>Suffix</b>
	2024	25665	67439	01
<b>Attention</b> Lisa Allen, Interim Superintendent	<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b> Accounting Office	<b>Resource Code</b>	<b>Revenue Object Code</b>	34	
<b>Telephone</b> 916-643-9000	7339	8590	<b>INDEX</b>	

<b>Name of Grant Program</b> Middle College and Early College Grant	0615
--	------

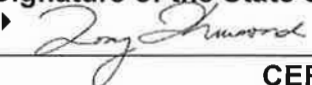
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$250,000		\$250,000		07/01/2024	06/30/2027
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency	

I am pleased to inform you that you have been funded for the Middle College and Early College Grant at New Technology High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Justin Keithline, Staff Services Analyst  
 Career and College Transition Division  
 California Department of Education  
 1430 N Street, Suite 4202  
 Sacramento, CA 95814-5901

<b>California Department of Education Contact</b> Diane Crum	<b>Job Title</b> Education Programs Consultant
<b>E-mail Address</b> <a href="mailto:MCECgrant@cde.ca.gov">MCECgrant@cde.ca.gov</a>	<b>Telephone</b> 916-323-5765
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 	<b>Date</b> August 7, 2024

**CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS**

*On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.*

<b>Printed Name of Authorized Agent</b> Janea Marking	<b>Title</b> Chief Business & Operations Officer
<b>E-mail Address</b> <a href="mailto:janea-marking@scusd.edu">janea-marking@scusd.edu</a>	<b>Telephone</b> (916) 643-9055
<b>Signature</b> ▶	<b>Date</b> AUG 20 2024

**Received**  
 AUG 20 2024



*Janea Marking, Chief Business and Operations Officer*  
*Chris Ralston, Assistant Superintendent of Facilities*

**AMENDMENT NO. 1 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 Nacht & Lewis ("Architect") (collectively the "Parties"):

**Section I. Amendment to Agreement for Independent Consultant Agreement for Architectural Services originally entered to on June 9, 2022.**

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 September 5, 2024;

2. **Extension of Term of the Agreement:** This Amendment shall extend the current Architect staffing on the Project from June 2022 to December 2024;

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 fee basis up to a maximum of \$929,338.00, as reflected below, unless this Amendment is further extended or modified.

**Description of Scope Change: basis for change order**

District requesting additional scope of work from original contract: Kitchen, Lockers and Site Work  
DSA is requiring a separate DSA application package be submitted

**Description of funding changes to contract:**

Original contract amount .....	\$668,813.00
Previous change orders through change order #- .....	\$0.00
Contract amount prior to this change order .....	\$668,813.00
Amount of this change order.....	\$260,525.00
<b>NEW CONTRACT AMOUNT.....</b>	<b><u>\$929,338.00</u></b>

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. 1 and any provision of the Agreement for Architect 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 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: September 5, 2024

**Sacramento City Unified School  
District**

**Nacht & Lewis**

---

Janea Marking  
Chief Business and Operations Officer

---

Brian Maytum  
Principal/Vice President

**CHANGE ORDER FORM**

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

**CHANGE ORDER NO.:**

001

## CHANGE ORDER Contingency Reconciliation

**Project:** John Cabrillo Tele-Center Upgrade Project  
**Bid No.:** 0163-464

**Date:** 3 July 2024  
**DSA File No.:** NA  
**DSA Appl. No.:** NA

The following parties agree to the terms of this Change Order:

**Owner:** Sacramento City USD  
5735 47th Avenue, Sacramento, CA.  
95824

**Contractor:** Vanden Bos Electric, Inc.  
502 Giuseppe Ct., Suite #5, Roseville, CA 95678

**Designer Engineer:** Borrelli & Assoc., Inc., Consulting Electrical Engineers  
2032 N. Gateway Blvd. Fresno Ca 93727

**Project Inspector:** NA

Reference	Description	Cost	Days Ext.
AED #01	Installation of two new external speakers	\$7,819.43	0
Requested by:	District		
Performed by:	G.C.		
Reason:	Coordination		
Contract time will be adjusted as follows:		Original Allowance Amount:	\$29,680.00
Previous Completion Date: <u>31 May 2024</u>		Amount of Allowance Used:	\$7,819.43
<u>0</u> Calendar Days Extension (zero unless otherwise indicated)		<b>Allowance Remaining Reconciled to Contract</b>	(\$21,860.57)
Current Completion Date: <u>31 May 2024</u>		Original Contract Amount:	\$326,480.00
		<b>New Contract Amount:</b>	<b>\$304,619.43</b>

The undersigned Contractor 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 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 Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq.

**SACRAMENTO CITY UNIFIED  
SCHOOL DISTRICT**

**CHANGE ORDER FORM  
DOCUMENT 00 63 63-1**

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 Contractor 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 the Contractor'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: Chief Business and Operations Officer

Contractor: Vice President

\_\_\_\_\_  
Janea Marking

\_\_\_\_\_  
Date



\_\_\_\_\_  
Patrick Burke

\_\_\_\_\_  
7/15/24  
Date

END OF DOCUMENT



# ALLOWANCE EXPENDITURE DIRECTIVE

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

Vanden Bos Electric, Inc.  
 502 Giuseppe Ct., Suite #5  
 Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
001

**Project:** Cabrillo Tele-Center Upgrade Project

**Date:** 24 April 2024

**Bid No.:** 0163-464

**DSA File No.:** N/A

**DSA Appl. No.:** N/A

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #01  Requested by: Performed by: Reason:	Installation of two new external speakers  District G.C. - Collaborated with B&W to make changes on LDV Pay App charges Coordination	\$7,819.43

Total Contract Allowance Amount:	\$29,680.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$0.00
Amount of this Allowance Expenditure Directive:	\$7,819.43

The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, 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 ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**

**ALLOWANCE EXPENDITURE DIRECTIVE DOCUMENT 00 63 40-1**

expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<b>CONTRACTOR:</b> <u>Vanden Bos Electric, Inc.</u> Date: <u>26 Mar. 2024</u> By: <u>Patrick Burke</u> <small>Digitally signed by Patrick Burke Date: 2024.04.26 06:23:56 -0700</small> Patrick Burke, Contract Manager	<b>CONSTRUCTION MANAGER:</b> <u>Brailsford &amp; Dunlavey, Inc.</u> Date: <u>26 Mar. 2024</u> By: <u>Samer Nassar</u> <small>Digitally signed by Samer Nassar DN: cn=Samer Nassar, o=Brailsford &amp; Dunlavey Inc., ou=Samer Nassar Reason: I am approving this document Date: 2024.04.26 11:49:07</small> Samer Nassar, Project Manager
<b>SCUSD MANAGER III, FACILITIES PM:</b>  Date: <u>04/30/24</u> By: <u></u> Anthony Lea, Project Manager	<b>SCUSD DIRECTOR III FACILITIES MGMT:</b>  Date: <u>5-1-2024</u> By: <u></u> Chris Ralston, Director III

END OF DOCUMENT

**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

PCO NO.:
001

**Project:** C A B R I L L O E S T C U  
**Bid No.:** 0163-464  
**RFI #:** 00

**Date:** 4-23-24  
**DSA File No.:** \_\_\_\_\_  
**DSA Appl. No.:** \_\_\_\_\_

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)	887.96	
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	700.00	
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>	1587.96	
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)	158.79	
(m)	<b><u>Subtotal</u></b>	1746.75	
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>	1746.75	
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)	87.33	
(q)	<b><u>Subtotal</u></b>	1834.08	
(r)	<b><u>TOTAL</u></b>	1834.08	
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)		<u>      </u> <b>Calendar Days</b>

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

	<b>WORK PERFORMED BY CONTRACTOR</b>	<b>ADD</b>	<b>DEDUCT</b>
(t)	<b>Material</b> (attach itemized quantity and unit cost plus sales tax)	1,015.18	
(u)	<b>Add Labor</b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	4,189.48	
(v)	<b>Add Equipment</b> (attach suppliers' invoice)		
(w)	<b>Add General Conditions</b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b>Subtotal</b>	5,204.66	
(y)	<b>Add Overhead and Profit for Contractor</b> , not to exceed fifteen percent (15%) of Item (e)	780.69	
(z)	<b>Subtotal</b>	5,985.35	
(aa)	<b>TOTAL</b>	5,985.35	
(bb)	<b>Time</b> (zero unless indicated; "TBD" not permitted)	<b>2</b>	<b>Calendar Days</b>

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor:

ANDY GREEN

[Name]

4-23-24

Date

END OF DOCUMENT



**MATERIAL COST BREAKDOWN  
FOR AND ADDITIONAL EXTERIOR  
SPEAKERS. RM 12 & 16**

DESCRIPTION OF WORK PERFORMED	QUANTITY	UNIT OF MEASURE	UNIT COST	TOTAL	COST CODE
CAT 6A OSP CABLE	1000	FT	\$0.88	\$880.00	
CAT 6A JACKS	4	E	\$9.71	\$38.84	
SURFACE MOUNT BOX	2	E	\$3.96	\$7.92	
CAT 6A PATCH CORDS	4	E	\$3.85	\$15.40	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
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				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
TAX				\$73.02	
<b>MATERIAL TOTAL</b>				<b>\$1,015.18</b>	

**SUB-CONTRACTOR COST FOR  
AND ADDITIONAL EXTERIOR  
SPEAKERS RM 12 & 16**

				TOTAL	COST CODE
SUB CONTRACTOR SEE ATTACHED BREAK DOWN FROM QS				\$1,587.96	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
SUB-CONTRACTOR TOTAL				\$1,587.96	



**QUALITY SOUND**  
DIVISION OF BI-JAMAR, INC.

Quality Sound  
2010 E. Fremont St.  
Stockton, CA 95205

CA 496881 C-7, C-10  
DIR 1000000115  
ACO 6020

**QUOTE**

**14871**

BILL TO	JOB LOCATION	
<b>Company:</b> Vanden Bos Electric, Inc.	<b>Company:</b> John Cabrillo Elementary School	<b>Date:</b> 2024-04-18
<b>Address:</b> 502 Guiseppe Court Suite 5 Roseville, CA 95678	<b>Address:</b> 1141 Seamas Ave Sacramento, CA 95822	<b>Sales Rep:</b> David Pattee
<b>Contact:</b> Andy Green	<b>Contact:</b>	<b>Phone:</b> (209) 948 2104 EXT 1072
<b>Phone:</b> (916) 773 1500	<b>Phone:</b>	

**TITLE**  
Additional Exterior Speakers

**SCOPE OF WORK**

This change order represents costs associated with an email dated 4/18/24 by Morgan Capshaw requesting to add an additional speaker on the east side of room 16 and to replace the speaker that was removed on the east side of room 12. Backbox to be installed by others.

PART NUMBER	MANUFACTURER	DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
VRG-LUH15TX	Lowell	Horn/Grille Assembly	2.00	\$347.52	\$695.04
CB86-SGVPO	Lowell	Surface Backbox for 8inSp	2.00	\$81.46	\$162.92
	Quality Sound	Freight (non-taxable)	1.00	\$30.00	\$30.00
				<b>Professional Services Total:</b>	\$700.00
				<b>Subtotal:</b>	\$1,587.96
				<b>Tax:</b>	\$0.00
				<b>Total:</b>	\$1,587.96

**TERMS AND CONDITIONS:**

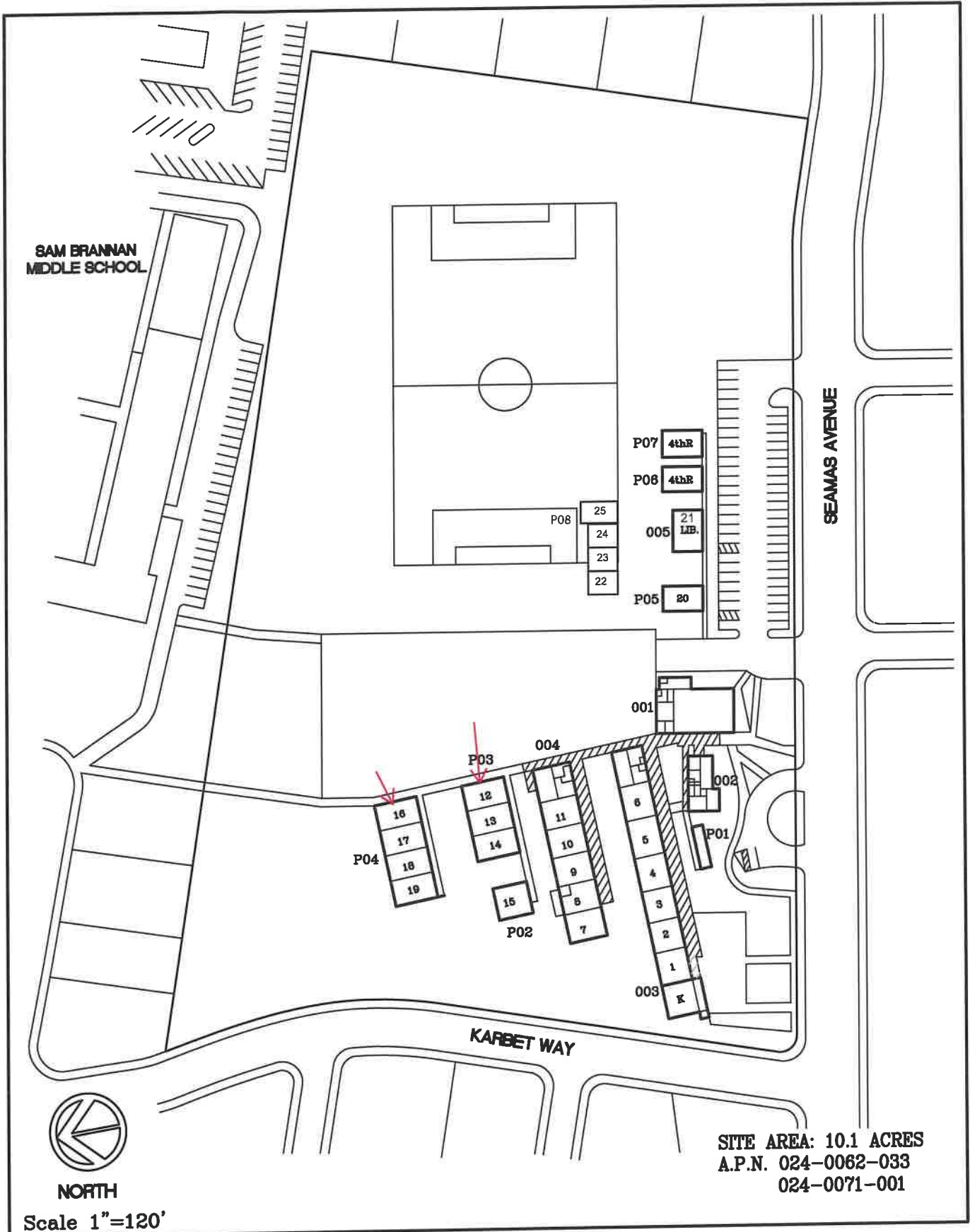
Pricing is only good for forty-five days. A signed quote, contract, or P.O. shall be delivered to Quality Sound before any work is started or materials ordered. Quality Sound is not responsible for delays caused by product availability. Quality Sound's on-site staff will require the work area to be free of obstructions prior to the commencement of any work. In addition, our staff will need unrestricted access to and from the work area and access to the nearest loading area. During service, the work areas should be considered a construction zone. In the interest of public safety, our staff must have priority use of the work areas until the services are complete. Our staff is scheduled to perform only the work included in this quote. If anyone with authority wishes to change or modify the scope of work, please get in touch with our office. If scheduling problems arise, Quality Sound will try to work around those needs. Quality Sound provides a one-year warranty against materials and workmanship defects on the newly installed equipment; manufacturer's component warranties vary, but many extend past this point. All invoices shall be paid within forty-five days; after forty-five days, interest will be charged at 1.5% per month. Payments are accepted via check, electronic transfer, or cash. A service fee of 3.5% will be charged when paying with a credit card. **Thank you again for choosing Quality Sound.**

**IF YOU WISH TO ACCEPT THIS PROPOSAL AND RELATED STATEMENT OF WORK, PLEASE SIGN AND RETURN**

---

BUYER: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Print Name)





John Cabrillo Elementary School (163)  
 1114 Seamas Drive  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

# EXISTING SITE DIAGRAM

OCTOBER 2011

**CHANGE ORDER FORM**

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

**CHANGE ORDER NO.:**

001

## CHANGE ORDER Contingency Reconciliation

**Project:** Ethel Phillips Tele-Center Upgrade Project  
**Bid No.:** 0110-464

**Date:** 3 July 2024  
**DSA File No.:** NA  
**DSA Appl. No.:** NA

The following parties agree to the terms of this Change Order:

**Owner:** Sacramento City USD  
5735 47th Avenue, Sacramento, CA. 95824

**Contractor:** Vanden Bos Electric, Inc.  
502 Giuseppe Ct., Suite #5, Roseville, CA 95678

**Designer Engineer:** LEAF Engineers  
1110 Iron Point Rd., Folsom, CA. 95630

**Project Inspector:** NA

Reference	Description	Cost	Days Ext.
AED #01 Requested by: Performed by: Reason:	-This site is fed with Single-Mode fiber. The equipment Appendix shows the use of multi-mode transceivers per RFI #4 - District - G.C. - Site Coordination	\$12,354.81	0
AED #02 Requested by: Performed by: Reason:	-Need to replace an existing external speaker that was not put on the design plans. - District - G.C. - Errors and Omissions	\$ 2754.12	0
AED#03 Requested by: Performed by: Reason:	Installation of POE Extenders; Material cost only. District G.C. Coordination	\$ 668.05	0
Contract time will be adjusted as follows:  Previous Completion Date: <u>19 Feb. 2024</u>  <u>0</u> Calendar Days Extension (zero unless otherwise indicated)  Current Completion Date: <u>19 Feb. 2024</u>		Original Allowance Amount:	\$26,260.00
		Amount of Allowance Used:	\$15,776.98
		<b>Allowance Remaining Reconciled to Contract</b>	(\$10,483.02)
		Original Contract Amount:	\$288,860.00
		<b>New Contract Amount:</b>	<b>\$278,376.98</b>

The undersigned Contractor 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 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 Contractor knows are false are at the sole risk of Contractor 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 Contractor 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 the Contractor'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: Chief Business and Operations Officer

Contractor: Vice President

\_\_\_\_\_  
Janea Marking

\_\_\_\_\_  
Date



\_\_\_\_\_  
Patrick Burke

7.15.24  
Date

END OF DOCUMENT

# ALLOWANCE EXPENDITURE DIRECTIVE

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

Vanden Bos Electric, Inc.  
502 Giuseppe Ct., Suite #5  
Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
001

**Project:** Ethel Phillips Tele-Center Upgrade Project

**Date:** 01 February 2024

**DSA File No.:** N/A

**Bid No.:** 0110-464

**DSA Appl. No.:** N/A

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #02  Requested by: Performed by: Reason:	-This site is fed with Single-Mode fiber. The equipment Appendix shows the use of multi-mode transceivers per RFI #4 District G.C. Site Coordination	\$12,354.81

Total Contract Allowance Amount:	\$26,260.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$0
Amount of this Allowance Expenditure Directive:	\$12,354.81

The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, 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 ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

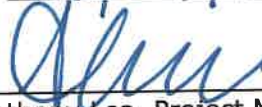
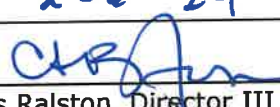
It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and

**SACRAMENTO CITY UNIFIED SCHOOL  
DISTRICT**

**ALLOWANCE EXPENDITURE DIRECTIVE  
DOCUMENT 00 63 40-1**

expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<b>CONTRACTOR:</b> <u>Vanden Bos Electric, Inc.</u> Date: <u>01 Feb. 2024</u> By: <u>Patrick Burke</u> <small>Digitally signed by Patrick Burke Date: 2024.02.02 09:47:29 -08'00'</small> Patrick Burke, Contract Manager	<b>CONSTRUCTION MANAGER:</b> <u>Brailsford &amp; Dunlavey, Inc.</u> Date: <u>01 Feb. 2024</u> By: <u>Olakunle Gbadamosi</u> <small>Digitally signed by Olakunle Gbadamosi DN: cn=US, e=ogbadamosi@bdconrad.com, o=Brailsford &amp; Dunlavey, cn=Olakunle Gbadamosi Reason: I am approving this document Date: 2024.02.02 15:14:51-0800</small> Olakunle Gbadamosi, Director
<b>SCUSD MANAGER III, FACILITIES PM:</b>  Date: <u>02/06/24</u> By: <u></u> Anthony Lea, Project Manager	<b>SCUSD DIRECTOR III FACILITIES MGMT:</b>  Date: <u>2-6-24</u> By: <u></u> Chris Ralston, Director III

END OF DOCUMENT

**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

<b>PCO NO.:</b>
<b>002</b>

**Project:** SCUSD E. PHILLIPS TCU  
**Bid No.:** 0110-464  
**RFI #:** 4

**Date:** 1-8-24  
**DSA File No.:** N/A  
**DSA Appl. No.:** N/A

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)		
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>		
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)		
(m)	<b><u>Subtotal</u></b>		
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>		
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)		
(q)	<b><u>Subtotal</u></b>		
(r)	<b><u>TOTAL</u></b>		
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)		<b>Calendar Days</b>

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	<b><u>WORK PERFORMED BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(t)	<b><u>Material</u></b> (attach itemized quantity and unit cost plus sales tax)	10,296.59	
(u)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	446.72	
(v)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(w)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b><u>Subtotal</u></b>	10,743.31	
(y)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed fifteen percent (15%) of Item (e)	1611.49	
(z)	<b><u>Subtotal</u></b>	12,354.80	
(aa)	<b><u>TOTAL</u></b>	<b>12,354.80</b>	
(bb)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)	<b>2</b>	<b>Calendar Days</b>

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor: VANDEN BOS ELECTRIC

ANDY GREEN

[Name]

1-8-24

Date

END OF DOCUMENT

**Change Request**
**To:** Sac City Unif Sch. Distr  
 Unified School District  
 Sacramento, CA

**Number:** 2  
**Date:** 1/4/2024  
**Job:** 23-309 SCUSD Phillips Telecenter  
**Phone:**
**Description:** Various Fiber Components per RFI #4

We are pleased to offer the following specifications and pricing to make the following changes:  
 Provide Single Mode Tranceivers and Single Mode Patch Cords

The total direct cost to perform this work is .....				\$10,743.31
(Please refer to attached sheet for details.)				
	O&P	\$10,743.31	15.00%	\$1,611.50
Subcontractor Markup				\$0.00
				\$0.00
				\$0.00
			<b>Total:</b>	<b>\$12,354.81</b>

If you have any questions, please contact me at (916)773-1500.

Submitted by: \_\_\_\_\_

 Approved by: \_\_\_\_\_  
 Date: \_\_\_\_\_



### Change Request 2 Price Breakdown Continuation Sheet

**Description:** Various Fiber Components per RFI #4

Description	Quantity	Unit	Unit Price	Price
<b>Labor</b>				
Site Investigation	4.00	Hrs.	111.68	446.72
			Labor Subtotal:	\$446.72
<b>Material</b>				
SM Tranceivers	8.00	ea	1,180.20	9,441.60
SM Patch Cords	8.00	ea	14.30	114.40
			Material Subtotal:	\$9,556.00
<b>Other</b>				
Sales Tax on Material	1.00	ea	740.59	740.59
			Other Subtotal:	\$740.59
<b>Subtotal:</b>				<b>\$10,743.31</b>

**RFI**

**To:** Sac City Unif Sch. Distr  
Unified School District  
Sacramento, CA

**RFI #:** 4  
**Date:** 12/28/2023  
**Job:** 23-309 SCUSD Phillips Telecenter  
**Phone:**

**CC:** LEAF Engineers

**Subject:** Fiber Cabling

**Drawing:**  
**Cost Impact:** TBD

**Spec Section:** 272100 Equip ap  
**Schedule Impact:** TBD

<p><b>Request:</b> This site is fed with Single-Mode fiber. The equipment Appendix shows the use of Multi-Mode transceivers. Please advise how to proceed.</p> <p>The equipment appendix also show the use of GLC-SX-MM cords. These are used to connect a switch to another switch via GBIC on each end of a twinax copper cable. These are not fiber patch cords. Please advise if these are needed.</p> <p>IDF 2 is really called IDF 1.04. We will as-built the discrepancy.</p> <p>IDF 1.06 does not have a home run fiber back to the MDF. It is fed via soft splice from IDF 2 (aka IDF 1.04) Please advise on how to proceed.</p>	<p><b>Date Required:</b></p>
<p><b>Requested by:</b> Andy Green Vanden Bos Electric, Inc.</p>	

<p><b>Response:</b></p> <ol style="list-style-type: none"><li>1. single mode fiber transceivers will need to be used in lieu of multimode for each fiber connections at switches.</li><li>2. The GLC-SX-MM are used to stack two switches together on the backend. This project does not need those interconnections since we have a low switch count for the work scope.</li><li>3. Yes, please document the correct IDF reference on your asbuilts.</li><li>4. Since IDF 1.06 is routed and patched thru IDF 1.04, contractor shall utilize another pair of the existing single mode fiber strands between 1.06 and 1.04 as well as another pair of fiber from IDF 1.04 to MDF to make the new network connection between 1.06 and MDF. Provide new local fiber patch cords to make this patching work. No new fiber homerun cables are needed since there is plenty of existing spare fiber strands not being used between these existing closets.</li></ol> <p>brian hood leaf 010324</p>	
<p>_____ Answered by</p> <p>_____ Company</p>	<p>_____ Date</p>

- B. All equipment to be fully configured and tested for functionality by the Contractor prior to District acceptance testing.

3.08 FIELD QUALITY CONTROL AND TESTING

- A. Upon reaching substantial completion, perform a complete test and inspection of the system. If found to be installed and operating properly, notify the District of readiness to perform the formal Test & Inspection of the complete system by the District or its representative. Make all adjustments/changes required from District/representative review.
- B. Submit the Record Drawings (as-builts) to District for review prior to inspection.
- C. During the formal Test & Inspection (Commissioning) of the system and have personnel available with tools and equipment to inspect wiring, devices, and system operation.
- D. If corrections are needed, the Contractor will be provided with a Punch-List of all discrepancies. Perform the needed corrections in a timely fashion.
- E. Notify the District when ready to perform a re-inspection of the installation.

3.10 AS-BUILT DRAWINGS

- A. See section 27 00 00 for requirements.

Equipment Appendix - Provide the following network and UPS equipment for Ethel Phillips Elementary as shown below:

230236 - Ethel Phillips E.S. Tele-Center Upgrade Project		
MODEL	DESCRIPTION	QTY
C9300L-24P-4X-EDU	Cisco - C9300L-24P-4X-EDU Catalyst Full PoE, 4x10G/1G fixed uplinks	4
C9300L-DNA-E-24-3Y	Cisco - C9300L DNA Essentials, 24 Port, 3 year term	4
SFP-H1GB-CU1M	Cisco - 1GB, 1meter fiber cable	4
GLC-SX-MM SFP	Cisco - GLC-SX-MM-1000Base-SX-SFP Transceiver, 1GB fiber module	<del>6</del>
SMART3000RM2U	Tripp-Lite - UPS (IDF) with network monitoring	5

8

END OF SECTION

DATA COMMUNICATIONS NETWORK EQUIPMENT

27 21 00



# **ALLOWANCE EXPENDITURE DIRECTIVE**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

Vanden Bos Electric, Inc.  
 502 Giuseppe Ct., Suite #5  
 Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
002

**Project:** **Ethel Phillips Tele-Center Upgrade Project**

**Date:** 19 March 2024

**Bid No.:** 0110-464

**DSA File No.:** N/A

**DSA Appl. No.:** N/A

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #03  Requested by: Performed by: Reason:	-Need to replace an existing external speaker that was not put on the design plans. District G.C. Errors and Omissions	\$2,754.12

Total Contract Allowance Amount:	\$26,260.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$12,354.81
Amount of this Allowance Expenditure Directive:	\$2,754.12

The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, 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 ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<p><b>CONTRACTOR:</b></p> <p>_____ Vanden Bos Electric, Inc.</p> <p>Date: _____ 20 Mar. 2024</p> <p>By: _____ Patrick Burke, Contract Manager</p>	<p><b>CONSTRUCTION MANAGER:</b></p> <p>_____ Brailsford &amp; Dunlavey, Inc.</p> <p>Date: _____ 20 Mar. 2024</p> <p>By: _____ Samer Nassar, Project Manager</p>
<p><b>SCUSD MANAGER III, FACILITIES PM:</b></p> <p>_____</p> <p>Date: _____</p> <p>By: _____ Anthony Lea, Project Manager</p>	<p><b>SCUSD DIRECTOR III FACILITIES MGMT:</b></p> <p>_____</p> <p>Date: _____</p> <p>By: _____ Chris Ralston, Director III</p>

END OF DOCUMENT

**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

**PCO NO.:****003**

**Project:** SCUSDE. PHILLIPS TCU  
**Bid No.:** 0110-464  
**RFI #:** NA

**Date:** 3-14-2024  
**DSA File No.:** N/A  
**DSA Appl. No.:** N/A

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)	\$443.98	
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	\$640.00	
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>	\$1,083.98	
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)	\$108.39	
(m)	<b><u>Subtotal</u></b>	\$1,192.37	
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>	\$1,192.37	
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)	\$59.61	
(q)	<b><u>Subtotal</u></b>	\$1,251.98	
(r)	<b><u>TOTAL</u></b>	\$1,251.98	
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)	<b><u>1</u></b> <b>Calendar Days</b>	

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	<b><u>WORK PERFORMED BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(t)	<b>Material</b> (attach itemized quantity and unit cost plus sales tax)	\$412.77	
(u)	<b>Add Labor</b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	\$893.44	
(v)	<b>Add Equipment</b> (attach suppliers' invoice)		
(w)	<b>Add General Conditions</b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b>Subtotal</b>	\$1,306.21	
(y)	<b>Add Overhead and Profit for Contractor</b> , not to exceed fifteen percent (15%) of Item (e)	\$195.93	
(z)	<b>Subtotal</b>	\$1,502.14	
(aa)	<b>TOTAL</b>	\$1,502.14	
(bb)	<b>Time</b> (zero unless indicated; "TBD" not permitted)	<b>1</b>	<b>Calendar Days</b>

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor: VANDEN BOS ELECTRIC

ANDY GREEN

[Name]

3-18-24

Date

END OF DOCUMENT



**LABOR COST BREAKDOWN  
FOR AND ADDITIONAL  
EXTERIOR SPEAKER ON THE  
BACK OF BLDG B1**

DESCRIPTION OF WORK PERFORMED	QUANTITY	UNIT OF MEASURE	RATE	TOTAL	COST CODE
CABLE PULLS	5	HRS	\$111.68	\$558.40	
CABLE TERMINATIONS AND TESTING	2	HRS	\$111.68	\$223.36	
INSTALL BACK CAN	1	HRS	\$111.68	\$111.68	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
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				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
LABOR TOTAL				<b>\$893.44</b>	

**MATERIAL COST BREAKDOWN  
FOR AND ADDITIONAL EXTERIOR  
SPEAKER ON THE BACK OF BLDG  
B1**

DESCRIPTION OF WORK PERFORMED	QUANTITY	UNIT OF MEASURE	UNIT COST	TOTAL	COST CODE
CAT 6A OSP CABLE	400	FT	\$0.88	\$352.00	
CAT 6A JACKS	2	E	\$9.71	\$19.42	
SURFACE MOUNT BOX	1	E	\$3.96	\$3.96	
CAT 6A PATCH CORDS	2	E	\$3.85	\$7.70	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
				\$0.00	
TAX				\$29.69	
<b>MATERIAL TOTAL</b>				<b>\$412.77</b>	

**SUB-CONTRACTOR COST FOR  
AND ADDITIONAL EXTERIOR  
SPEAKER ON THE BACK OF  
BLDG B1**

					TOTAL	COST CODE
SUB CONTRACTOR SEE ATTACHED BREAK DOWN FROM QS					\$1,083.98	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
					\$0.00	
SUB-CONTRACTOR TOTAL					<b>\$1,083.98</b>	



Quality Sound  
2010 E. Fremont St.  
Stockton, CA 95205

**QUOTE**  
**14497**

**QUALITY SOUND**  
DIVISION OF BI-JAMAR, INC.

CA 496881 C-7, C-10  
DIR 1000000115  
ACO 6020

**BILL TO** **JOB LOCATION**

**Company:** Vanden Bos Electric, Inc.  
**Address:** 502 Guiseppa Court Suite 5  
Roseville, CA 95678  
**Contact:**  
**Phone:** 9167731500

**Company:** Ethel Phillips Elementary School  
**Address:** 2930 21St Ave  
Sacramento, CA 95820  
**Contact:**  
**Phone:** (916) 277-6277

**Date:** 2024-03-18  
**Sales Rep:** David Pattee  
**Phone:** (209) 948 2104 EXT 1072

**TITLE**

Outdoor speaker outside classroom B1

**SCOPE OF WORK**

This change order represents the addition of (1) exterior speaker outside classroom B1. The cable associated with the speaker will need to run back to IDF 1.02.

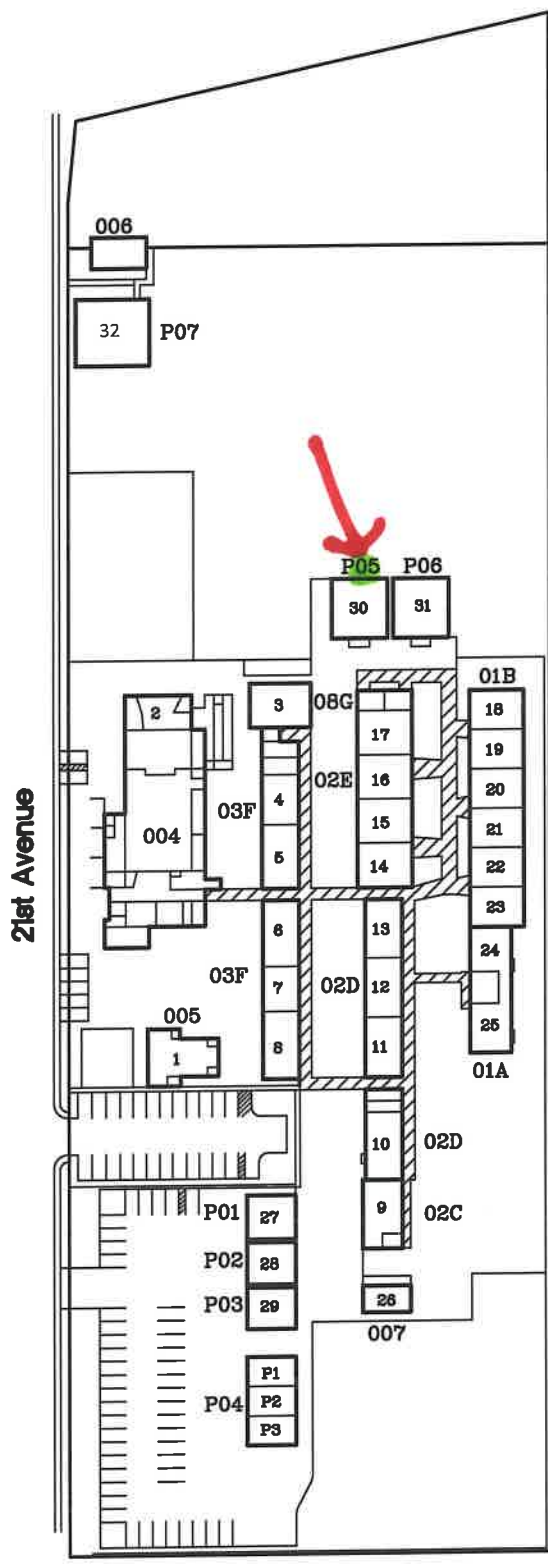
PART NUMBER	MANUFACTURER	DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
VRG-LUH15TX	Lowell	Horn/Grille Assembly	1.00	\$347.52	\$347.52
CB86-SGVPO	Lowell	Surface Backbox for 8inSp	1.00	\$81.46	\$81.46
	Quality Sound	Freight (non-taxable)	1.00	\$15.00	\$15.00
		Professional Services			\$640.00
				<b>Subtotal:</b>	\$1,083.98
				<b>Tax:</b>	\$0.00
				<b>Total:</b>	\$1,083.98

**TERMS AND CONDITIONS:**

Pricing is only good for forty-five days. A signed quote, contract, or P.O. shall be delivered to Quality Sound before any work is started or materials ordered. Quality Sound is not responsible for delays caused by product availability. Quality Sound's on-site staff will require the work area to be free of obstructions prior to the commencement of any work. In addition, our staff will need unrestricted access to and from the work area and access to the nearest loading area. During service, the work areas should be considered a construction zone. In the interest of public safety, our staff must have priority use of the work areas until the services are complete. Our staff is scheduled to perform only the work included in this quote. If anyone with authority wishes to change or modify the scope of work, please get in touch with our office. If scheduling problems arise, Quality Sound will try to work around those needs. Quality Sound provides a one-year warranty against materials and workmanship defects on the newly installed equipment; manufacturer's component warranties vary, but many extend past this point. All invoices shall be paid within forty-five days; after forty-five days, interest will be charged at 1.5% per month. Payments are accepted via check, electronic transfer, or cash. A service fee of 3.5% will be charged when paying with a credit card. **Thank you again for choosing Quality Sound.**

**IF YOU WISH TO ACCEPT THIS PROPOSAL AND RELATED STATEMENT OF WORK, PLEASE SIGN AND RETURN**

BUYER: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(Print Name)



NORTH

Scale 1"=100'

SITE AREA: 10.0 ACRES  
 A.P.N. 019-0094-013  
 019-0102-001, 002, 003

Ethel Phillips Elementary School (110)  
 2930 - 21st Avenue  
 SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

# EXISTING SITE DIAGRAM

OCTOBER 2001

**From:** Morgan Capshaw

**Sent:** Friday, March 15, 2024 7:03 AM

**To:** Samer Nassar <[snassar@Bdconnect.com](mailto:snassar@Bdconnect.com)>; Andy Green <[andy@vdbelectric.com](mailto:andy@vdbelectric.com)>

**Subject:** Speaker at Phillips

Morning Gentlemen,

Would like to get a price on putting a speaker on the back of B1(see attached). There is an existing speaker at the location, somehow it did not make it to the plans.

Thanks,

Morgan Capshaw

Facilities Project Technician

Sacramento City Unified School District

(916)796-6538

# **ALLOWANCE EXPENDITURE DIRECTIVE**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

Vanden Bos Electric, Inc.  
 502 Giuseppe Ct., Suite #5  
 Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
003

**Project:** **Ethel Phillips Tele-Center Upgrade Project**

**Date:** 26 March 2024

**Bid No.:** 0110-464

**DSA File No.:** N/A

**DSA Appl. No.:** N/A

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #01R1	Installation of POE Extenders; Material cost only.	\$668.05
Requested by: Performed by: Reason:	District G.C. Coordination	

Total Contract Allowance Amount:	\$26,260.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$15,108.93
Amount of this Allowance Expenditure Directive:	\$668.05

The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, 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 ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<p><b>CONTRACTOR:</b></p> <p>_____ Vanden Bos Electric, Inc.</p> <p>Date: ____ 26 Mar. 2024</p> <p>By: _____ Patrick Burke, Contract Manager</p>	<p><b>CONSTRUCTION MANAGER:</b></p> <p>_____ Brailsford &amp; Dunlavey, Inc.</p> <p>Date: ____ 26 Mar. 2024</p> <p>By: _____ Samer Nassar, Project Manager</p>
<p><b>SCUSD MANAGER III, FACILITIES PM:</b></p> <p>_____</p> <p>Date: _____</p> <p>By: _____ Anthony Lea, Project Manager</p>	<p><b>SCUSD DIRECTOR III FACILITIES MGMT:</b></p> <p>_____</p> <p>Date: _____</p> <p>By: _____ Chris Ralston, Director III</p>

END OF DOCUMENT



**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

**PCO NO.:****01R1**

**Project:** SCUSDE. PHILLIPS TCU  
**Bid No.:** 0110-464  
**RFI #:** 03

**Date:** 2-10-24  
**DSA File No.:** N/A  
**DSA Appl. No.:** N/A

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)		
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>		
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)		
(m)	<b><u>Subtotal</u></b>		
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>		
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)		
(q)	<b><u>Subtotal</u></b>		
(r)	<b><u>TOTAL</u></b>		
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)		<b>Calendar Days</b>

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

	<b><u>WORK PERFORMED BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(t)	<b>Material</b> (attach itemized quantity and unit cost plus sales tax)	668.05	
(u)	<b>Add Labor</b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(v)	<b>Add Equipment</b> (attach suppliers' invoice)		
(w)	<b>Add General Conditions</b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b><u>Subtotal</u></b>		
(y)	<b>Add Overhead and Profit for Contractor</b> , not to exceed fifteen percent (15%) of Item (e)		
(z)	<b><u>Subtotal</u></b>	668.05	
(aa)	<b><u>TOTAL</u></b>	668.05	
(bb)	<b>Time</b> (zero unless indicated; "TBD" not permitted)		<b><u>2</u> Calendar Days</b>

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor: VANDEN BOS ELECTRIC

ANDY GREEN

[Name]

2-10-24

Date

END OF DOCUMENT

*Change Request*

**To:** Sac City Unif Sch. Distr  
 Unified School District  
 Sacramento, CA

**Number:** 1  
**Date:** 2/10/2024  
**Job:** 23-309 SCUSD Phillips Telecenter  
**Phone:**

**Description:** POE Extenders Per RFI #3

We are pleased to offer the following specifications and pricing to make the following changes:  
 Provide and Install Network POE Extenders. The extenders have been housed in an existing 3R Enclosure

The total direct cost to perform this work is .....	\$668.05
(Please refer to attached sheet for details.)	
O&P	\$668.05
Subcontractor Markup	\$0.00
	\$0.00
	\$0.00
<b>Total:</b>	<b>\$668.05</b>

If you have any questions, please contact me at (916)773-1500.

Submitted by: Andy Green  
 Vandenberg Electric, Inc.

Approved by: \_\_\_\_\_  
 Date: \_\_\_\_\_

Change Request 1 Price Breakdown  
 Continuation Sheet

**Description:** POE Extenders Per RFI #3

Description	Quantity	Unit	Unit Price	Price
<b>Labor</b>				
Install 3r Enclosure			111.68	
Install POE Extenders			111.68	
Cable Testing			111.68	
			Labor Subtotal:	<u>\$0.00</u>
<b>Material</b>				
POE Extenders & Misc Connectors	4.00	ea	155.00	620.00
3R enclosure and Misc chase/hardware			306.63	
			Material Subtotal:	<u>\$620.00</u>
<b>Other</b>				
Sales Tax on Material	1.00	ea	71.80	48.05
			Other Subtotal:	<u>\$48.05</u>
			<b>Subtotal:</b>	<b>\$668.05</b>

**RFI**

**To:** Sac City Unif Sch. Distr  
Unified School District  
Sacramento, CA

**RFI #:** 3  
**Date:** 12/19/2023  
**Job:** 23-309 SCUSD Phillips Telecenter  
**Phone:**

**CC:**

**Subject:** Portable building B1 & C1 Cable Length

**Drawing:**

**Spec Section:**

**Cost Impact:** TBD

**Schedule Impact:** TBD

**Request:**

**Date Required:**

There are 4 cables in this area that will be over length due to the existing pathway. (2) interior Clock Speakers & (2) Exterior Speakers. Suggest the use of "OutReach" POE Extenders

**Requested by:** Andy Green  
Vanden Bos Electric, Inc.

**Response:**

**Response:**

After additional campus reviews to determine alternate routes to limit distance, it appears these rooms are outside the cabling distance limitations.

In lieu of making a new IDF headend closet, we would recommend the contractor utilize the outreach veracity poe extender to allow the devices outside of distances for each of the drops noted. Will submit a change proposal to the contractor to reflect this solution.

brian hood  
leaf  
122023

\_\_\_\_\_  
Answered by

\_\_\_\_\_  
Company

\_\_\_\_\_  
Date

## Gigabit Ethernet PoE/PoE+ Extender, Water Resistant - Cat5e/6/6a, IP65, IEEE 802.3at/af, 30W, 1 Port

MODEL NUMBER: NPOE-EXT-1G30WP



Extends a 10/100/1000 Mbps network connection between a powered source device and a PoE/PoE+ device up to 328 ft. (100 m).

### Features

#### Gigabit Extender Lets You Cascade Your Existing PoE/PoE+ Connection up to 500 Meters

This single-port connector allows you to extend the connection between your powered source device, such as a PoE (Power over Ethernet) switch, and a remote PoE device an extra 328.08-ft. (100 m). In addition, by cascading as many as four NPOE-EXT-1G30 extenders, you can extend that connection as far as 1640 feet (500 meters) total. Just connect the extender between two sections of Cat5e/6/6a cable up to 328.08-ft. (100 m) each.

#### Saves You Time and Money on Unnecessary Equipment Updates

The compact PoE/PoE+ extender delivers 10/100/1000 Mbps of data and up to 30 watts of power using existing Cat5e/6/6a cables, eliminating the need to install new AC power lines and electrical outlets. This cost-effective extender sends DC power and Ethernet data through your Ethernet cable, cutting down on cable clutter, equipment costs and installation time and labor. It also automatically detects PoE/PoE+ equipment and protects it from being damaged by incorrect installation.

#### Supports Power over Ethernet to Save You Money and Give You More Installation Choices

Because this extender supports PoE, it can supply the power to operate compatible IEEE 802.3at/af PoE devices, such as security cameras, VoIP telephones, point-of-sale kiosks and access control devices. This saves you the expense and effort of purchasing, connecting and installing individual power supplies for each device. It also helps you install PoE devices in areas far away from AC outlets, such as poles or ceilings. It supports half/full-duplex 1 Gbps communication for sending and receiving data simultaneously, and protects your PoE device against short circuits and overloads.

#### IP65 Rating Denotes Resistance to Dust and Water

The IP65 rating means the aluminum housing is not only 100% protected against dust, but also able to endure water spray, such as from a nozzle, from all directions. This makes the NPOE-EXT-1G30WP ideally suited to outdoor use.

#### Simple Plug-and-Play Installation Has Your Device Connected in Minutes

No configuration or software is required to add the NPOE-EXT-1G30WP to your LAN. Just connect your switch or network jack and your PoE/PoE+ device to the shielded RJ45 Power + Data ports using existing Cat5e/6/6a cable. LEDs indicate the unit is receiving power and is ready to transmit data.

### Highlights

- Saves money by delivering 30W of power + data up to 328.08-ft. (100 m) through existing cabling
- Cascade up to 4 extenders to extend PoE connection up to 1640 ft. (500 m) total
- Extends power + data to any PoE or PoE+ device installed where no AC outlet is available
- Supports Gigabit Ethernet data transfer speeds up to 1000 Mbps (1 Gbps)
- Aluminum housing is IP65 rated for protection against water spray from all directions

### Applications

- Install a touchscreen kiosk or VoIP phone in an area without a standard power connection
- Fill in Wi-Fi dead spots in your office with a wireless access point connected to your LAN
- Set up digital signage in an outdoor environment susceptible to rain, such as a mall, stadium or college campus
- Connect security cameras and other A/V surveillance equipment in a video wall

### System Requirements

- Device that meets IEEE 802.3af / IEEE 802.3at standards

### Package Includes

- NPOE-EXT-1G30WP Gigabit Ethernet PoE/PoE+ Extender - IEEE 802.3at/af, 30W, 1 Port
- (2) Water-resistant covers
- Owner's manual

**Designed for Installation Almost Anywhere**

Mounting holes are featured for installing the extender on a shelf, desktop, wall or any other smooth surface with user-supplied hardware. The silver aluminum housing fits in the palm of your hand, so it is small enough to hide away without interfering with your workflow or décor. The fanless design is ideal for silent operation.

## Specifications

OVERVIEW	
UPC Code	037332236135
Product Type	Extender
Technology	Cat5/5e; Cat6; Cat6a
POWER	
Power Consumption (Watts)	30.00
PHYSICAL	
Primary Form Factor	Desktop; Wall-mount
Color	Silver
Shipping Dimensions (hwd / in.)	1.77 x 6.10 x 3.15
Unit Dimensions (hwd / in.)	5.700 x 2.400 x 1.600
ENVIRONMENTAL	
Operating Temperature Range	14° to 113°F (-10° to 45°C)
Storage Temperature Range	-4° to 158°F (-20° to 70°C)
Operating Humidity Range	0% to 90% RH, Non-Condensing
Storage Humidity Range	0% to 95% RH, Non-Condensing
COMMUNICATIONS	
Network Compatibility	1 Gbps (Gigabit)
IEEE Standards Supported	802.3; 802.3ab; 802.3af; 802.3at; 802.3u; 802.3x
CONNECTIONS	
Side A - Connector 1	RJ45 (FEMALE)
Side B - Connector 1	RJ45 (FEMALE)
Network Switch Ports	10/100/1000 (RJ45)
STANDARDS & COMPLIANCE	
Product Compliance	RoHS; CE (Europe); REACH; FCC (USA)

**WARRANTY & SUPPORT**

Product Warranty Period (Worldwide)	3-year limited warranty
--	-------------------------





1211 FEE DR  
SACRAMENTO CA 95815-3910  
Phone: 916-561-1944

Sold to: VANDEN BOS/COMM.  
Ship to: VANDEN/SCUSD Phillips Telecenter  
502 Giuseppe Court Suite 4  
ROSEVILLE CA 95678  
Attn: ANDY GREEN  
Email: eric.petersen@graybar.com

Date: 12/21/2023  
**Project Name:**  
**Graybar Order: 384218183**  
Purchase Order Nbr: 23-309  
Release Nbr:  
Additional Ref#:  
Ref Quote Nbr: 245046731  
Graybar Contact: Victoria Plumlee  
Email: victoria.plumlee@graybar.com

### Order Acknowledgement

Thank you for Selecting Graybar, We Appreciate Your Business

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		4 EA	VERACITY USA, INC.	VOR-ORM		145.62	1	582.48
***Item Note:*** OUTREACH Max POE-powered POE extender (100m/unit)								
Ship From: Drop Ship-Factory								

FOB: S/P - F/A

Est Delivery Date: 01/05/2024

Item Total (Frt not included): 582.48

Subject to the standard terms and conditions set forth in this document.

Sold to: VANDEN BOS/COMM.  
 Ship to: VANDEN/SCUSD Phillips Telecenter  
 502 Giuseppe Court Suite 4  
 ROSEVILLE CA 95678  
 Attn: ANDY GREEN

Date: 12/21/2023  
**Project Name:**  
**Graybar Order: 384218183**  
 Purchase Order Nbr: 23-309  
 Release Nbr:  
 Additional Ref#:  
 Ref Quote Nbr: 245046731

## Order Acknowledgement

Thank you for Selecting Graybar, We Appreciate Your Business

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
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GRAYBAR ELECTRIC COMPANY, INC.  
 TERMS AND CONDITIONS OF SALE

1. ACCEPTANCE OF ORDER; TERMINATION - Acceptance of any order is subject to credit approval and acceptance of order by Graybar Electric Company, Inc. ("Graybar") and, when applicable, Graybar's suppliers. If credit of the buyer of the goods or services ("Buyer") becomes unsatisfactory to Graybar, Graybar reserves the right to terminate upon notice to Buyer and without liability of Graybar.
2. GENERAL PROVISIONS - All typographical or clerical errors made by Graybar in any quotation, acknowledgment or publication are subject to correction. This agreement shall be governed by the laws of the State of Missouri applicable to contracts to be formed and fully performed within the State of Missouri, without giving effect to the choice or conflicts of law provisions thereof. All suits arising from or concerning this agreement shall be filed in the Circuit Court of St. Louis County, Missouri, or the United States District Court for the Eastern District of Missouri, and no other place unless otherwise determined in Graybar's sole discretion. Buyer hereby irrevocably consents to the jurisdiction of such court or courts and agrees to appear in any such action upon written notice thereof.
3. MODIFICATION OF TERMS AND CONDITIONS - These terms and conditions, and any associated statement of work, supersede all other communications, negotiations, and prior oral or written statements regarding the subject matter of these terms and conditions. No change, modification, rescission, discharge, abandonment, or waiver of these terms and conditions shall be binding upon Graybar unless made in writing and signed by a duly authorized representative of Graybar. No conditions, usage of trade, course of dealing or performance, understanding or agreement, purporting to modify, vary, explain, or supplement these terms and conditions shall be binding unless hereafter made in writing and signed by the party to be bound. Any proposed modifications or additional terms are specifically rejected and deemed a material alteration hereof. If this document shall be deemed an acceptance of a prior offer by Buyer, such acceptance is expressly conditional upon Buyer's assent to any additional or different terms set forth herein.
4. PRICES AND SHIPMENTS - Prices for goods shall be those in effect at time of shipment, which shall be made F.O.B. shipping point, prepaid and bill. Delivery dates are subject to change and prices may increase between the time that a quote is given or an order is placed and the time of shipment. Buyer acknowledges and accepts this risk and agrees to pay the price of goods that is in effect at time of shipment in order to account for any price increases between the date of quote or order and the date of shipment. Unless otherwise indicated in the applicable quotation or statement of work, prices for services shall be those in effect at the time of completion. The contract price for goods and or services shall be increased by the amount of any applicable tariff, excise, fee, assessment, levy, charge or duty of any kind whatsoever, imposed, assessed or collected by any governmental body, whether or not reflected in the costs charged to Graybar, and Graybar may increase its cost for goods and or services appropriately to take into account such increases in Graybar's costs.
5. REELS - When Graybar ships returnables, a reel deposit may be included in the invoice. The Buyer should contact the nearest Graybar service location to return reels.
6. RETURN OF GOODS - Credit may be allowed for goods returned with prior approval. A deduction may be made from credits issued to cover cost of handling and restocking fees charged by the manufacturers of the goods. Returns will not be accepted for services or any material which has been modified at the request of or by Buyer. In addition, no custom orders may be returned, and goods must be in original packaging.
7. TAXES - Prices shown do not include sales or other taxes imposed on the sale of goods or services. Taxes now or hereafter imposed upon sales, shipments or services will be added to the purchase price. Buyer agrees to reimburse Graybar for any such tax or provide Graybar with acceptable tax exemption certificate.
8. PAYMENT TERMS - Payment terms shall be as stated on Graybar's invoice or as otherwise mutually agreed. As a condition of the sales agreement, a monthly service charge of the lesser of one and one-half percent (1.5%) or the maximum permitted by law may be added to all accounts not paid by net due date. Visa, MasterCard, American Express, and Discover credit cards are accepted at point of purchase only.
9. DELAY IN DELIVERY - Graybar is not to be accountable for delays in delivery occasioned by acts of God, failure of its suppliers to ship or deliver on time, or other circumstances beyond Graybar's reasonable control, including, but not limited to, sourcing, shipment or delivery issues caused by, related to, or resulting from COVID-19 or other similar national or global health situations. Factory shipment or delivery dates are the best estimates of our suppliers, and in no case shall Graybar be liable for any consequential or special damages arising from any delay in shipment or delivery.
10. CANCELLATION; CHANGES FOR SERVICES - Buyer may cancel or make changes to a statement of work up to five (5) business days prior to commencement of the work. All changes and cancellations after such date are subject to Graybar's prior written approval in Graybar's sole and absolute discretion. Buyer shall pay to Graybar amounts necessary to cover cancellation, restocking fees and other charges applicable to the cancelled goods or services including those incurred or committed to by Graybar.
11. SOFTWARE AND FIRMWARE - Graybar or the applicable third-party owner will retain all rights of ownership and title in its own intellectual property, including all copyrights relating to firmware and software and all copies of such firmware and software. Buyer acknowledges that all software is governed by terms expressly granted in the applicable agreement provided by such third-party owner or licensor and agrees to comply with any such terms and conditions in connection with the use or resale of such software. Graybar provides the software "AS IS" WITH ALL FAULTS, and the only warranties provided for software, if any, are provided by the third-party owner or licensor of such software. Although Graybar may collect fees relating to such software, the end user's agreement is with the third-party owner or licensor, and Buyer holds Graybar harmless from and against any claims arising out of or related to such firmware or software.
12. LIMITED WARRANTIES - Graybar warrants that all goods sold are free of any security interest and will make available to Buyer all transferable warranties (including without limitation warranties with respect to intellectual property infringement) made to Graybar by the manufacturer of the goods. Buyer acknowledges that the performance of any service which alters the manufacturer provided goods, as indicated in the statement of work, may void the manufacturer's warranty. Graybar shall use the same care and skill a similarly situated provider of like services would exercise following commonly accepted industry practices in the performance of its duties under this agreement. GRAYBAR MAKES NO OTHER EXPRESS OR IMPLIED WARRANTIES, AND SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR PURPOSE. UNLESS OTHERWISE AGREED IN WRITING BY AN AUTHORIZED REPRESENTATIVE OF GRAYBAR, PRODUCTS SOLD HEREUNDER ARE NOT INTENDED FOR USE IN OR IN CONNECTION WITH (1) ANY SAFETY APPLICATION OR THE CONTAINMENT AREA OF A NUCLEAR FACILITY, OR (2) IN A HEALTHCARE APPLICATION, WHERE THE GOODS HAVE POTENTIAL FOR DIRECT PATIENT CONTACT OR WHERE A SIX (6) FOOT CLEARANCE FROM A PATIENT CANNOT BE MAINTAINED AT ALL TIMES.
13. LIMITATION OF LIABILITY - Buyer's remedies under this agreement are subject to any limitations contained in manufacturer's terms and conditions to Graybar, a copy of which will be furnished upon written request. Furthermore, Graybar's liability shall be limited to either repair or replacement of the goods, re-performance of the services, or refund of the purchase price, all at Graybar's option, and IN NO CASE SHALL GRAYBAR BE LIABLE FOR INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES. In addition, claims for shortages, other than loss in transit, must be made in writing not more than five (5) days after receipt of shipment. Unless otherwise agreed in the applicable statement of work, acceptance of services will occur not more than five (5) days after completion of performance.
14. WAIVER - The failure of Graybar to insist upon the performance of any of the terms or conditions of this agreement or to exercise any right hereunder shall not be deemed to be a waiver of such terms, conditions, or rights in the future, nor shall it be deemed to be a waiver of any other term, condition, or right under this agreement.
15. ASSIGNMENT - Buyer shall not assign its rights or delegate its duties hereunder or any interest herein without the prior written consent of Graybar, and any such assignment, without such consent, shall be void.
16. CERTIFICATION - Graybar hereby certifies that these goods were produced in compliance with all applicable requirements of Sections 6, 7, and 12 of the Fair Labor Standards Act, as amended, and of regulations and orders of the United States Department of Labor issued under Section 14 thereof. This agreement is subject to Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Veterans' Readjustment Assistance Act of 1974, as amended, E.O. 13496, 29 CFR Part 471, Appendix A to Subpart A, and the corresponding regulations, to the extent required by law. 41 CFR 60-1.4, 60-741.5, and 60-250.5 are incorporated herein by reference, to the extent legally required.
17. FOREIGN CORRUPT PRACTICES ACT - Buyer shall comply with applicable laws and regulations relating to anti-corruption, including, without limitation, (i) the United States Foreign Corrupt Practices Act (FCPA) (15 U.S.C. §§78dd-1, et. seq.) irrespective of the place of performance, and (ii) laws and regulations implementing the Organization for Economic Cooperation and Development's Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, the U.N. Convention Against Corruption, and the Inter-American Convention Against Corruption in Buyer's country or any country where performance of this agreement or delivery of goods will occur.
18. EXPORTING - Buyer acknowledges that this order and the performance thereof are subject to compliance with any and all applicable United States laws, regulations, or orders. Buyer agrees to comply with all such laws, regulations, and orders, including, if applicable, all requirements of the International Traffic in Arms Regulations and/or the Export Administration Act, as may be amended. Buyer further agrees that if the export laws are applicable, it will not disclose or re-export any technical data received under this order to any countries for which the United States government requires an export license or other supporting documentation at the time of export or transfer, unless Buyer has obtained prior written authorization from the United States Office of Export Control or other authority responsible for such matters.

Subject to the standard terms and conditions set forth in this document.

← Cart

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## Order Summary

Items: 1  
Subtotal: \$90.00

Final price, taxes, and other fees calculated on the checkout page

---

**PANDUIT**  
**RJ45 Plug, CAT 6A**  
Item #: 0779987 Cat #: FP6X88MTG-X UPC: 613056308510

Qty: **\$90.00**  
4 \$22.50 EA

Company Wide



10 Company wide

-	4	+
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**CHANGE ORDER FORM**

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

**CHANGE ORDER NO.:**

001

## CHANGE ORDER Contingency Reconciliation

**Project:** Hollywood Park Tele-Center Upgrade Project  
**Bid No.:** 0142-464

**Date:** 3 July 2024  
**DSA File No.:** NA  
**DSA Appl. No.:** NA

The following parties agree to the terms of this Change Order:

**Owner:** Sacramento City USD  
5735 47th Avenue, Sacramento, CA.  
95824

**Contractor:** Vanden Bos Electric, Inc.  
502 Giuseppe Ct., Suite #5, Roseville, CA 95678

**Designer Engineer:** LP Consulting Engineers  
1209 Pleasant Grove Blvd., Roseville CA.  
95678

**Project Inspector:** N/A

Reference	Description	Cost	Days Ext.
AED #001	-External speakers do not exist as per plan; request for installation of ext. speakers as called for in plans. Requested by: District Performed by: G.C. Reason: Coordination	\$ 409.20	0
Contract time will be adjusted as follows:		Original Allowance Amount:	\$26,260.00
Previous Completion Date: <u>01 Mar. 2024</u>		Amount of Allowance Used:	\$409.20
<u>0</u> Days Extension (zero unless otherwise indicated)		<b>Allowance Remaining Reconciled to Contract</b>	(\$25,850.80)
Current Completion Date: <u>01 Mar. 2024</u>		Original Contract Amount:	\$288,860.00
		<b>New Contract Amount:</b>	<b>\$263,009.20</b>

The undersigned Contractor 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 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

Contractor knows are false are at the sole risk of Contractor 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 Contractor 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 the Contractor'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: Chief Business and Operations Officer

Contractor: Vice President

\_\_\_\_\_  
Janea Marking

\_\_\_\_\_  
Date



\_\_\_\_\_  
Patrick Burke

\_\_\_\_\_  
7.15.24  
Date

END OF DOCUMENT

# ALLOWANCE EXPENDITURE DIRECTIVE

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

Vanden Bos Electric, Inc.  
 502 Giuseppe Ct., Suite #5  
 Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
001

**Project:** Hollywood Park Tele-Center Upgrade Project

**Date:** 07 March 2024  
**DSA File No.:** N/A  
**DSA Appl. No.:** N/A

**Bid No.:** 0142-464

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #02  Requested by: Performed by: Reason:	-External speakers do not exist as per plan; request for installation of ext. speakers as called for in plans.  District G.C. Site Coordination	\$409.20

Total Contract Allowance Amount:	\$26,260.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$0
Amount of this Allowance Expenditure Directive:	\$409.20


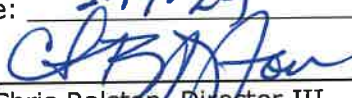
The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and

expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<b>CONTRACTOR:</b> <u>Vanden Bos Electric, Inc.</u> Date: <u>3/8/2024</u> By: <u>Patrick Burke</u> <small>Digitally signed by Patrick Burke Date: 2024.03.08 12:39:17 -08'00'</small> Patrick Burke, Contract Manager	<b>CONSTRUCTION MANAGER:</b> <u>Brailsford &amp; Dunlavey, Inc.</u> Date: <u>3/8/2024</u> By: <u>Samer Nassar</u> <small>Digitally signed by Samer N. Nassar DN: cn=Samer N. Nassar, o=Brailsford &amp; Dunlavey Inc., c=United States</small> Samer N. Nassar Samer Nassar, Project Manager
<b>SCUSD MANAGER III, FACILITIES PM:</b>  Date: <u>03/19/24</u> By: <u></u> Anthony Lea, Project Manager	<b>SCUSD DIRECTOR III FACILITIES MGMT:</b>  Date: <u>3-19-24</u> By: <u></u> Chris Ralston, Director III

END OF DOCUMENT

**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
5735 47th Avenue  
Sacramento, CA 95824

<b>PCO NO.:</b>
<b>002</b>

**Project:** HOLLYWOOD PARK ESTCU \_  
**Bid No.:** 0142-464 \_\_\_\_\_  
**RFI #:** 5 \_\_\_\_\_

**Date:** 3-1-24 \_\_\_\_\_  
**DSA File No.:** N/A \_\_\_\_\_  
**DSA Appl. No.:** N/A \_\_\_\_\_

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)	372.00	
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>		
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)	37.20	
(m)	<b><u>Subtotal</u></b>		
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>		
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)		
(q)	<b><u>Subtotal</u></b>	409.20	
(r)	<b><u>TOTAL</u></b>	409.20	
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)		<b><u>1</u></b> Calendar Days

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	<b><u>WORK PERFORMED BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(t)	<b><u>Material</u></b> (attach itemized quantity and unit cost plus sales tax)		
(u)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(v)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(w)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b><u>Subtotal</u></b>		
(y)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed fifteen percent (15%) of Item (e)		
(z)	<b><u>Subtotal</u></b>		
(aa)	<b><u>TOTAL</u></b>		
(bb)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)	<b>Calendar Days</b>	

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor:

ANDY GREEN

[Name]

3-1-24

Date

**Andrew D Green**

Digitally signed by Andrew D Green  
 DN: cn=Andrew D Green, o, ou=Vanden  
 Bos Electric, email=andy@vdbelectric.com,  
 c=US  
 Date: 2024.03.07 11:39:48 -08'00'

END OF DOCUMENT



**QUALITY SOUND**  
DIVISION OF BI-JAMAR, INC.

Quality Sound  
2010 E. Fremont St.  
Stockton, CA 95205

**QUOTE**  
**14019**

CA 496881 C-7, C-10  
DIR 100000115  
ACO 6020

BILL TO		JOB LOCATION	
<b>Company:</b> Vanden Bos Electric, Inc.	<b>Address:</b> 502 Guiseppe Court Suite 5 Roseville, CA 95678	<b>Company:</b> Hollywood Park Elementary School <b>Address:</b> 4915 Harte Way Sacramento, CA 95822	<b>Date:</b> 2024-02-05 <b>Sales Rep:</b> David Pattee <b>Phone:</b> (209) 948 2104 EXT 1072
<b>Contact:</b>	<b>Phone:</b> 9167731500	<b>Contact:</b>	<b>Phone:</b>

**TITLE**  
New speakers to replace missing existng

**SCOPE OF WORK**

This change order represents the cost with providing (3) exterior speakers. These will be installed at the (3) locations that are currently missing the existing.

PART NUMBER	MANUFACTURER	DESCRIPTION	QTY	UNIT PRICE	TOTAL PRICE
ACC1113	Rauland	Vandal Proof Surf Bbox Acc1012	3.00	\$62.00	\$186.00
ACC1012	Rauland	Square Security Baffle	3.00	\$62.00	\$186.00
				<b>Subtotal:</b>	\$372.00
				<b>Tax:</b>	\$0.00
				<b>Total:</b>	\$372.00

**TERMS AND CONDITIONS:**  
Pricing is only good for forty-five days. A signed quote, contract, or P.O. shall be delivered to Quality Sound before any work is started or materials ordered. Quality Sound is not responsible for delays caused by product availability. Quality Sound's on-site staff will require the work area to be free of obstructions prior to the commencement of any work. In addition, our staff will need unrestricted access to and from the work area and access to the nearest loading area. During service, the work areas should be considered a construction zone. In the interest of public safety, our staff must have priority use of the work areas until the services are complete. Our staff is scheduled to perform only the work included in this quote. If anyone with authority wishes to change or modify the scope of work, please get in touch with our office. If scheduling problems arise, Quality Sound will try to work around those needs. Quality Sound provides a one-year warranty against materials and workmanship defects on the newly installed equipment; manufacturer's component warranties vary, but many extend past this point. All invoices shall be paid within forty-five days; after forty-five days, interest will be charged at 1.5% per month. Payments are accepted via check, electronic transfer, or cash. A service fee of 3.5% will be charged when paying with a credit card. **Thank you again for choosing Quality Sound.**

**IF YOU WISH TO ACCEPT THIS PROPOSAL AND RELATED STATEMENT OF WORK, PLEASE SIGN AND RETURN**

---

BUYER: \_\_\_\_\_ (Print Name)      SIGNATURE: \_\_\_\_\_      DATE: \_\_\_\_\_

*Change Request*

To: Sac City Unif Sch. Distr  
Unified School District  
Sacramento, CA

Number: 2  
Date: 3/1/2024  
Job: 23-312 SCUSD Hollywood Park TC  
Phone:

**Description:** Additional Exterior Speakers per RFI #5 Response

We are pleased to offer the following specifications and pricing to make the following changes:  
Please see the attached Cost breakdown. I have also included the RFI Response for reference.

The total direct cost to perform this work is .....	\$372.00
(Please refer to attached sheet for details.)	
O&P	\$0.00
Subcontractor Markup	\$372.00 10.00% \$37.20
Tax	\$0.00
<b>Total:</b>	<b>\$409.20</b>

If you have any questions, please contact me at (916)773-1500.

Submitted by: Andy Green  
Vanden Bos Electric, Inc.

Approved by: \_\_\_\_\_  
Date: \_\_\_\_\_

### Change Request 2 Price Breakdown Continuation Sheet

**Description:** Additional Exterior Speakers per RFI #5 Response

Description	Quantity	Unit	Unit Price	Price
<b>Subcontract</b>				
Educational Intercom Systems	1.00	lot	372.00	372.00
		Subcontract Subtotal:		\$372.00
		<b>Subtotal:</b>		<b>\$372.00</b>

**RFI**

**To:** Sac City Unif Sch. Distr  
Unified School District  
Sacramento, CA

**RFI #:** 5  
**Date:** 2/5/2024  
**Job:** 23-312 SCUSD Hollywood Park TC  
**Phone:**

**CC:**

**Subject:** Existing Exterior Back Boxes & baffles

**Drawing:** See attached  
**Cost Impact:** TBD

**Spec Section:**  
**Schedule Impact:** TBD

**Request:** Please see the attached drawings. Demo Notes Keynote ID #3 shows the use of Existing BackBox and Baffle. These do not exist in these locations. (Highlighted on drawings)

Proposed Solution: Provide and install all new components and backboxes.

**Requested by:** Andy Green  
Vanden Bos Electric, Inc.

**Date Required:**

**Response:**

**LP response:**

Please provide new exterior rated, surface mount intercom speaker back boxes at 3 ea. locations as noted on redlined plans for proper site coverage. Route cabling above ceiling and secure with j-hooks to nearest intercom cabling pathways as shown on shop drawings.

All building penetrations shall be caulked and sealed for water tight connection.

J. Zamora (LPCE)  
2024-02-29

\_\_\_\_\_  
Answered by

\_\_\_\_\_  
Company

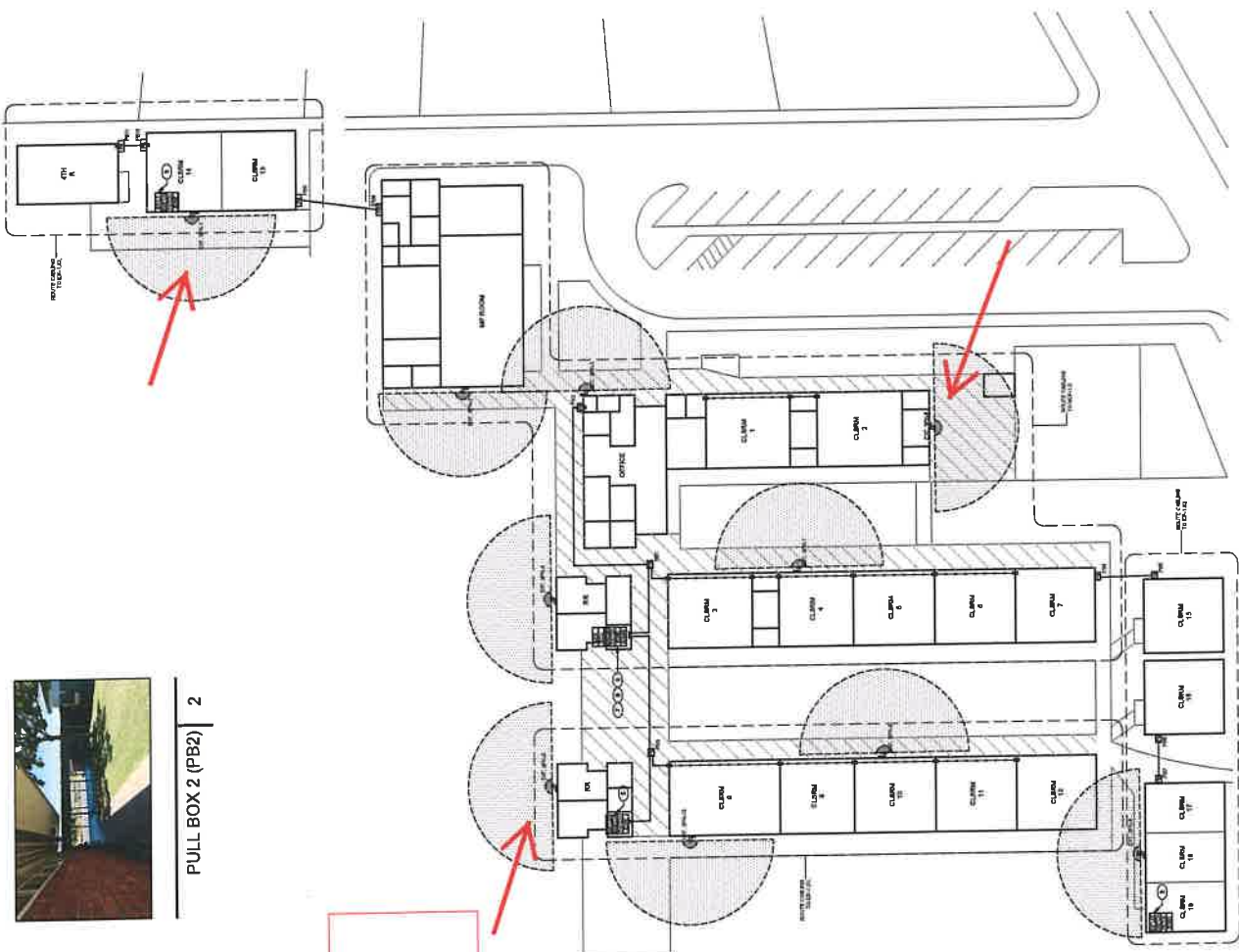
\_\_\_\_\_  
Date

**SHEET GENERAL NOTES:**

1. ALL EQUIPMENT BROWN OR CONSTRUCTION EQUIPMENT SHALL BE INSTALLED ON UNIMPAVED AREAS UNLESS OTHERWISE NOTED.
2. ALL TELEPHONE PULL BOXES SHALL BE INSTALLED IN ACCORDANCE WITH THE CITY OF SACRAMENTO TELEPHONE PULL BOX SPECIFICATIONS.
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10. ALL TELEPHONE PULL BOXES SHALL BE INSTALLED IN ACCORDANCE WITH THE CITY OF SACRAMENTO TELEPHONE PULL BOX SPECIFICATIONS.

**KEYNOTES:**

SYMBOL	DESCRIPTION
①	EMERGENCY EXIT CONDUIT
②	EMERGENCY OVERHEAD SIGNAL CABLE FEED
③	EMERGENCY CEMETRY CABLE TRAY / PANEL
④	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑤	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑥	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑦	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑧	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑨	EMERGENCY CEMETRY CABLE TRAY / PANEL
⑩	EMERGENCY CEMETRY CABLE TRAY / PANEL



PULL BOX 2 (PB2) | 2



PULL BOX 1 (PB1) | 3

**THIS IS NOT SHOWN ON FLOORPLAN T2.01**



TECHNOLOGY SITE PLAN





DATE: 08/15/2018  
 DRAWN BY: [Name]  
 CHECKED BY: [Name]  
 PROJECT NO: 2018-0001

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
 HOLLYWOOD PARK ELEMENTARY SCHOOL  
 4915 WHITE WAY, SACRAMENTO, CA 95822

TECHNOLOGY BUILDING 3 & 4 FLOOR PLAN

DATE PLOTTED:	DATE:
DESIGNED BY:	DATE:
DRAWN BY:	DATE:
CHECKED BY:	DATE:
PROJECT NO:	DATE:
SHEET NO:	DATE:

T2.01

**SHEET GENERAL NOTES:**

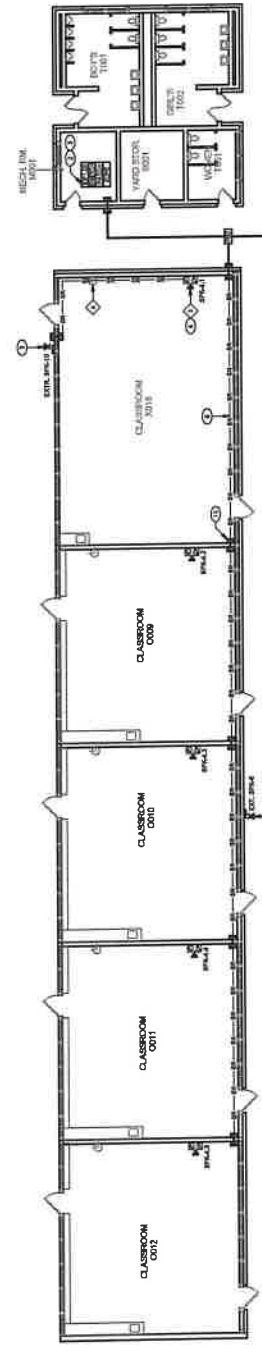
- ALL DEMANDS FOR CONSTRUCTION SHALL BE IN ACCORDANCE WITH THE 2018 CALIFORNIA BUILDING CODE (CBC) AND ALL APPLICABLE LOCAL ORDINANCES.
- ALL TELECOMMUNICATIONS SYSTEMS SHALL BE INSTALLED IN ACCORDANCE WITH THE 2018 CALIFORNIA COMMUNICATIONS CODE (CCC).
- ALL DEMANDS FOR CONSTRUCTION SHALL BE IN ACCORDANCE WITH THE 2018 CALIFORNIA BUILDING CODE (CBC) AND ALL APPLICABLE LOCAL ORDINANCES.
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**DEMO KEYNOTES:**

- REMOVE EXISTING TELECOMMUNICATIONS CABLES AND EQUIPMENT.
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**KEYNOTES:**

- NEW TELECOMMUNICATIONS SYSTEMS SHALL BE INSTALLED IN ACCORDANCE WITH THE 2018 CALIFORNIA COMMUNICATIONS CODE (CCC).
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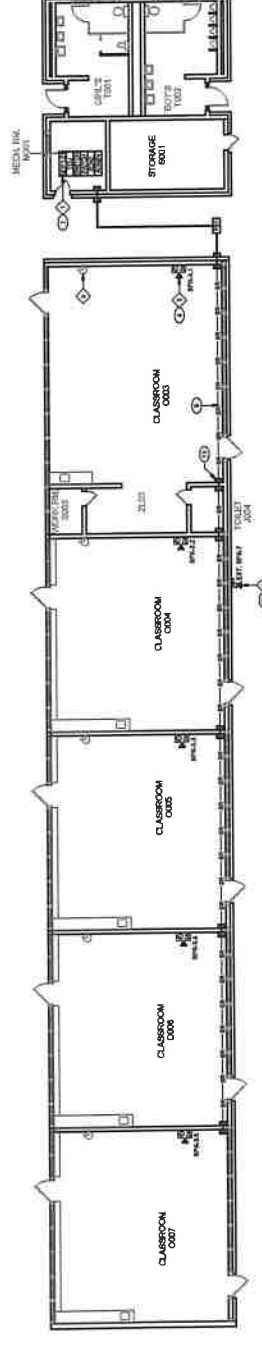
TECHNOLOGY BUILDING 4 - FLOOR PLAN



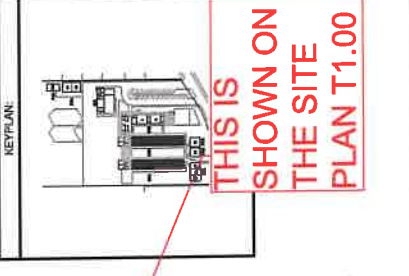
TELECENTER U 4



GATEWAY 4 3



TECHNOLOGY BUILDING 3 - FLOOR PLAN







**CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

<b>CHANGE ORDER NO.:</b>
001

**CHANGE ORDER**  
**Contingency Reconciliation**

**Project:** Camellia Tele-Center Upgrade Project  
**Bid No.:** 0035-464

**Date:** 3 July 2024  
**DSA File No.:** NA  
**DSA Appl. No.:** NA

The following parties agree to the terms of this Change Order:

**Owner:** Sacramento City USD  
5735 47th Avenue, Sacramento, CA.  
95824

**Contractor:** Vanden Bos Electric, Inc.  
502 Giuseppe Ct., Suite #5, Roseville, CA 95678

**Architect:** LEAF Engineers  
1110 Iron Point Rd., Folsom, CA. 95630

**Project Inspector:** N/A

Reference	Description	Cost	Days Ext.
AED #001	Installation of POE Extenders; Material cost only.	(\$ 998.44)	0
Requested by:	District		
Performed by:	G.C.		
Reason:	Coordination		
Contract time will be adjusted as follows:		Original Allowance Amount:	\$28,360.00
Previous Completion Date: <u>19 Feb. 2024</u>		Amount of Allowance Used:	\$998.44
<u>0</u> Days Extension (zero unless otherwise indicated)		<b>Allowance Remaining Reconciled to Contract</b>	(\$27,361.56)
Current Completion Date: <u>19 Feb. 2024</u>		Original Contract Amount:	\$311,960.00
		<b>New Contract Amount:</b>	<b>\$284,598.44</b>

The undersigned Contractor 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 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 Contractor knows are false are at the sole risk of Contractor 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 Contractor 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 the Contractor'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: Chief Business and Operations Officer

Contractor: Vice President

\_\_\_\_\_  
Janea Marking

\_\_\_\_\_  
Date



\_\_\_\_\_  
Patrick Burke

\_\_\_\_\_  
7.15.24  
Date

END OF DOCUMENT

# **ALLOWANCE EXPENDITURE DIRECTIVE**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

Vanden Bos Electric, Inc.  
 502 Giuseppe Ct., Suite #5  
 Roseville, CA 95678

<b>ALLOWANCE EXPENDITURE DIRECTIVE NO.:</b>
001

**Project:** **Camellia Tele-Center Upgrade Project**

**Date:** 26 March 2024

**Bid No.:** 0035-464

**DSA File No.:** N/A

**DSA Appl. No.:** N/A

The following parties agree to the terms of this Allowance Expenditure Directive ("AED"):

Reference	Description	Allowance Authorized for Expenditure
Request for PCO #01R1	-Need to replace an existing external speaker that was not put on the design plans.	\$998.44
Requested by: Performed by: Reason:	District G.C. Coordination	

Total Contract Allowance Amount:	\$28,360.00
Amount of Previously Approved Allowance Expenditure Directive(s):	\$0.00
Amount of this Allowance Expenditure Directive:	\$998.44

The undersigned Contractor approves the foregoing release of allowance for completion of each specified item, 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 ("Work"). Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This Allowance Expenditure Directive must be signed by an authorized District representative.

It is expressly understood that the authorized allowance expenditure granted herein represents a full accord and satisfaction for any and all cost impacts of the items herein, and Contractor waives any and all further compensation based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and

expenses, and its subcontractors, both direct and indirect. Any costs, expenses, or damages not included are deemed waived.

**Signatures:**

<b>CONTRACTOR:</b> <u>Vanden Bos Electric, Inc.</u> Date: <u>26 Mar. 2024</u> By: _____ Patrick Burke, Contract Manager	<b>CONSTRUCTION MANAGER:</b> <u>Brailsford &amp; Dunlavey, Inc.</u> Date: <u>26 Mar. 2024</u> By: _____ Samer Nassar, Project Manager
<b>SCUSD MANAGER III, FACILITIES PM:</b> _____ Date: _____ By: _____ Anthony Lea, Project Manager	<b>SCUSD DIRECTOR III FACILITIES MGMT:</b> _____ Date: _____ By: _____ Chris Ralston, Director III

END OF DOCUMENT

**PROPOSED CHANGE ORDER FORM**

Sacramento City Unified School District  
 5735 47th Avenue  
 Sacramento, CA 95824

**PCO NO.:****01R1**

**Project:** SCUSD CAMELLIA TCU  
**Bid No.:** 0035-464  
**RFI #:** 01

**Date:** 2-10-24  
**DSA File No.:** N/A  
**DSA Appl. No.:** N/A

Contractor hereby submits for District's review and evaluation this Proposed Change Order ("PCO"), submitted in accordance with and subject to the terms of the Contract Documents, including Sections 17.7 and 17.8 of the General Conditions. Any spaces left blank below are deemed no change to cost or time.

Contractor understands and acknowledges that documentation supporting Contractor's PCO must be attached and included for District review and evaluation. Contractor further understands and acknowledges that failure to include documentation sufficient to, in District's discretion, support some or all of the PCO, shall result in a rejected PCO.

	<b><u>WORK PERFORMED OTHER THAN BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(h)	<b><u>Material</u></b> (attach suppliers' invoice or itemized quantity and unit cost plus sales tax)		
(i)	<b><u>Add Labor</u></b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)		
(j)	<b><u>Add Equipment</u></b> (attach suppliers' invoice)		
(k)	<b><u>Subtotal</u></b>		
(l)	<b><u>Add overhead and profit for any and all tiers of Subcontractor</u></b> , the total not to exceed ten percent (10%) of Item (d)		
(m)	<b><u>Subtotal</u></b>		
(n)	<b><u>Add General Conditions</u></b> (if Time is Compensable) (attach supporting documentation)		
(o)	<b><u>Subtotal</u></b>		
(p)	<b><u>Add Overhead and Profit for Contractor</u></b> , not to exceed five percent (5%) of Item (h)		
(q)	<b><u>Subtotal</u></b>		
(r)	<b><u>TOTAL</u></b>		
(s)	<b><u>Time</u></b> (zero unless indicated; "TBD" not permitted)		<b>Calendar Days</b>

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

	<b><u>WORK PERFORMED BY CONTRACTOR</u></b>	<b><u>ADD</u></b>	<b><u>DEDUCT</u></b>
(t)	<b>Material</b> (attach itemized quantity and unit cost plus sales tax)	998.44	
(u)	<b>Add Labor</b> (attach itemized hours and rates, fully Burdened, and specify the hourly rate for each additional labor burden, for example, payroll taxes, fringe benefits, etc.)	0	
(v)	<b>Add Equipment</b> (attach suppliers' invoice)		
(w)	<b>Add General Conditions</b> (if Time is Compensable) (attach supporting documentation)		
(x)	<b><u>Subtotal</u></b>		
(y)	<b>Add Overhead and Profit for Contractor</b> , not to exceed fifteen percent (15%) of Item (e)		
(z)	<b><u>Subtotal</u></b>		
(aa)	<b><u>TOTAL</u></b>	998.44	
(bb)	<b>Time</b> (zero unless indicated; "TBD" not permitted)		<b><u>2</u> Calendar Days</b>

The undersigned Contractor 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 of the entire Work as stated herein, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District.

It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project including, without limitation, cumulative impacts. Contractor is not entitled to separately recover amounts for overhead or other indirect costs. Any costs, expenses, damages, or time extensions not included are deemed waived.

**SUBMITTED BY:**

Contractor: VANDEN BOS ELECTRIC

ANDY GREEN

[Name]

2-10-24

Date

END OF DOCUMENT

*Change Request*

**To:** Sac City Unif Sch. Distr  
 Unified School District  
 Sacramento, CA

**Number:** 1  
**Date:** 12/21/2023  
**Job:** 23-308 SCUSD Camelia Telecenter  
**Phone:**

**Description:** POE Extenders Per RFI #1

We are pleased to offer the following specifications and pricing to make the following changes:

Provide and Install Network POE Extenders. The extenders to be housed in a Nema 3R enclosure adjacent to the existing enclosure on the east end of classroom 12.

The total direct cost to perform this work is .....				\$3,008.68
(Please refer to attached sheet for details.)				
	O&P	\$3,008.68	15.00%	\$451.30
Subcontractor Markup				\$0.00
				\$0.00
				\$0.00
			<b>Total:</b>	<b>\$3,459.98</b>

If you have any questions, please contact me at (916)773-1500.

Submitted by: Andy Green  
 Vandenberg Electric, Inc.

Approved by: \_\_\_\_\_  
 Date: \_\_\_\_\_



Change Request 1 Price Breakdown  
 Continuation Sheet

Description: POE Extenders Per RFI #1

Description	Quantity	Unit	Unit Price	Price
<b>Labor</b>				
Install 3r Enclosure	6.00	Hrs.	111.68	670.08
Install POE Extenders	6.00	Hrs.	111.68	670.08
Cable testing	2.00	Hrs.	111.68	223.36
Addministration / site visit	4.00	Hrs.	111.68	446.72
			Labor Subtotal:	\$2,010.24
<b>Material</b>				
POE Extenders & misc connectors	4.00	ea	155.00	620.00
3R enclosure & misc chase/hardware	1.00	lot	306.63	306.63
			Material Subtotal:	\$926.63
<b>Other</b>				
Sales Tax on Material	1.00	ea	71.81	71.81
			Other Subtotal:	\$71.81
			<b>Subtotal:</b>	<b>\$3,008.68</b>

**RFI**

**To:** Sac City Unif Sch. Distr  
Unified School District  
Sacramento, CA

**RFI #:** 1  
**Date:** 12/4/2023  
**Job:** 23-308 SCUSD Camelia Telecenter  
**Phone:**

**CC:**

**Subject:** Portables 23-25 Cable length

**Drawing:** See attached

**Spec Section:**

**Cost Impact:** ROM 20K

**Schedule Impact:** TBD

**Request:**

**Date Required:**

There are 4 cables in this area. (3) inside Clock Speakers & (1) Outside Speaker all of which are over length. How would the district like to proceed.

Suggest adding an IDF to this area.

New IDF Cabinet, Patch panel, Fiber enclosure, Fiber Cable and Connectors, Cisco Switch, UPS, Zone Page Amplifier, Amplifier Power supply

**Requested by:** Andy Green  
Vanden Bos Electric, Inc.

**Response:**

**Response:**

After additional campus reviews to determine alternate routes to limit distance, it appears these rooms are outside the cabling distance limitations.

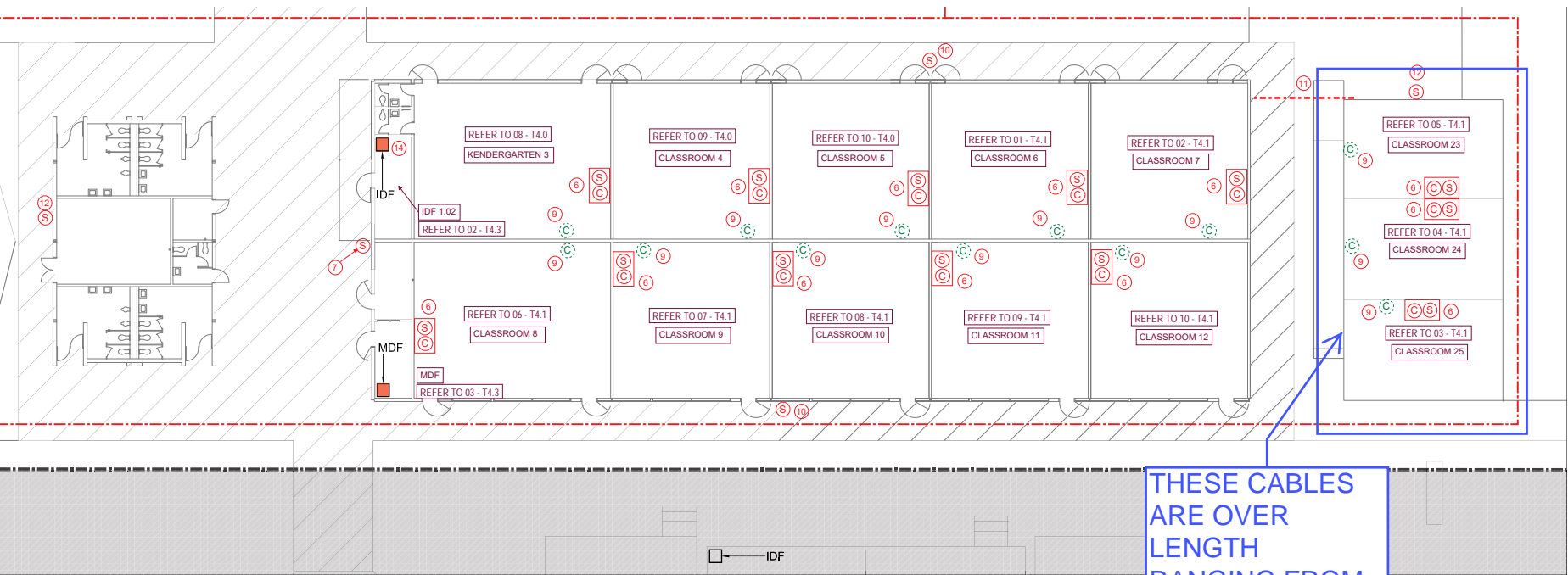
In lieu of making a new IDF headend closet, we would recommend the contractor utilize the outreach veracity poe extender to allow the devices outside of distances for each of the drops noted. Will submit a change proposal to the contractor to reflect this solution.

brian hood  
leaf  
122023

\_\_\_\_\_  
Answered by

\_\_\_\_\_  
Company

\_\_\_\_\_  
Date



**M PLAN - AREA 'A'**

**INTERCOM / CLOCK KEYED NOTES:**

- 1. CONTRACTOR TO REPLACE EXISTING WALL MOUNTED SPEAKER AND CLOCK AND REPLACE WITH NEW COMBO IP SPEAKER / CLOCK UNIT. CONTRACTOR TO RE-USE EXISTING SURFACE MOUNTED RACEWAY OR PROVIDE NEW RACEWAY AS REQUIRED TO INSTALL NEW CABLING BACK TO BUILDING IDF LOCATION. PROVIDE WIREGUARD FOR NEW CLOCK.
- 2. EXISTING WALL MOUNTED CLOCK AND WIRING TO BE REMOVED. PATCH SIDE OF DUCTWORK AS REQUIRED.
- 3. NEW WALL MOUNTED SPEAKER SERVING MPR AREA. ROUTE NEW DATA CABLING FROM SPEAKER VIA NEW SURFACE MOUNTED RACEWAY BACK TO BUILDING IDF LOCATION. COORDINATE SPEAKER INSTALLATION WITH EXISTING DUCTWORK ROUTED ALONG WALL.
- 4. IN KITCHEN AREA SERVING LINE, REPLACE EXISTING SPEAKER WITH NEW SPEAKER / DIGITAL MESSAGE BOARD AND CONNECT NEW DATA CABLING BACK TO BUILDING IDF RACK.
- 5. EXISTING WALL MOUNTED IDF RACK TO REMAIN. CONTRACTOR TO INSTALL NEW CISCO 24 PORT NETWORK SWITCH AND CONNECT FIBER TO NEW 6BIC MODULE IN SWITCH. ALL NEW SPEAKER / CLOCK CABLING SHALL ROUTE BACK TO THIS LOCATION AND TERMINATE ON NEW 48 PORT PATCH PANEL. CONTRACTOR TO PROVIDE PATCH CABLES ON BOTH ENDS FOR COMPLETE INSTALLATION. USE EXISTING TRIPPLITE UPS FOR POWER TO NEW NETWORK SWITCH.
- 6. INSTALL NEW WALL MOUNTED COMBO CLOCK / SPEAKER ENCLOSURE TO REPLACE EXISTING SPEAKER. PATCH WALL AS REQUIRED, RE-USE EXISTING RACEWAY. INSTALL NEW DATA CABLING FROM ENCLOSURE BACK TO IDF.
- 7. REPLACE EXISTING EXTERIOR SPEAKER WITH NEW IP EXTERIOR SPEAKER. CONTRACTOR TO SEAL ALL BUILDING PENETRATIONS.
- 8. INSTALL NEW CLOCK AND MESSAGE BOARD IN FRONT OFFICE LOCATION. PROVIDE NEW SURFACE MOUNTED RACEWAY AND CABLING BACK TO IDF.
- 9. REMOVE EXISTING CLOCK AND WIRING AND REPAIR WALL.

- 10. INSTALL NEW EXTERIOR SPEAKER TO REPLACE EXISTING SPEAKER CURRENTLY INSTALLED ON UNDERSIDE OF CANOPY. CONNECT NEW DATA CABLING BACK TO IDF CLOSET.
- 11. EXISTING CONDUIT FROM MODULAR BUILDING BACK TO BUILDING CAN BE RE-USED FOR INSTALLING NEW DATA CABLING FROM MODULAR BUILDINGS BACK TO EXISTING IDF RACK.
- 12. NEW EXTERIOR SPEAKER MOUNTED AS HIGH AS POSSIBLE ON WALL BELOW ROOF EDGE. ROUTE NEW CABLING FROM SPEAKER BACK INTO BUILDING AND TERMINATE AT HEADEND RACK. SEAL ALL BUILDING PENETRATIONS.
- 13. EXISTING INTERCOM WALL MOUNTED HEADEND UNIT TO BE REMOVED ALONG WITH ALL EXISTING WIRING. CONTRACTOR TO PATCH AND PAINT WALL WHERE UNIT WAS REMOVED.
- 14. EXISTING WALL MOUNTED IDF RACK TO REMAIN. CONTRACTOR TO INSTALL NEW CISCO 24 PORT NETWORK SWITCH AND CONNECT FIBER TO NEW 6BIC MODULE IN SWITCH. ALL NEW SPEAKER / CLOCK CABLING SHALL ROUTE BACK TO THIS LOCATION AND TERMINATE ON NEW 48 PORT PATCH PANEL. CONTRACTOR TO PROVIDE PATCH CABLES ON BOTH ENDS FOR COMPLETE INSTALLATION. CONTRACTOR IS TO INSTALL A NEW TRIPPLITE UPS IN IDF CABINET.

**GENERAL NOTES:**

- 1. CONTRACTOR TO VERIFY ALL EXISTING WIRING.
- 2. THIS INTERCOM AND CLOCK REPLACEMENT PROJECT IS ALSO RESPONSIBLE FOR ALL IP NETWORK SWITCHES, DATA CABLING, PATCH PANELS, UPS EQUIPMENT AND CONDUIT PATHWAYS REQUIRED FOR A COMPLETE INSTALLATION OF THE CLOCK AND INTERCOM SYSTEM. ALL CONTRACTOR WORK SHALL BE PERFORMED BY LICENSED CONTRACTOR THAT IS CERTIFIED TO INSTALL AND SUPPORT SPECIFIC SYSTEM BEING INSTALLED SUCH AS DATA CABLING, NETWORK EQUIPMENT AND INTERCOM EQUIPMENT.
- 3. AT EACH HEADEND LOCATION (MDF/IDF), THE CONTRACTOR SHALL INSTALL A NEW 24 PORT, POE, CISCO SWITCH, MODEL #**WS-C2960-24TT-3-ES** WITH DNA ESSENTIALS AND 3 YEAR SERVICE AND SUPPORT LICENSING. PROVIDE AND CONFIGURE NEW 10 GB SFP-10G-T FIBER PORT AND 1 METER CABLE.
- 4. AT EACH IDF LOCATION, THE CONTRACTOR SHALL USE THE EXISTING TRIPPLITE UPS UNIT INSTALLED IN THE EXISTING RACK TO SUPPORT NEW NETWORK SWITCH BEING ADDED TO RACK. CONTRACTOR IS TO INSTALL A NEW TRIPPLITE UPS IN IDF CABINET WHERE NONE IS CURRENTLY INSTALLED.
- 5. CONTRACTOR SHALL BREAK OUT A NEW PAIR OF FIBER STRANDS FROM THE EXISTING INTERCONNECTIONS BETWEEN THE EXISTING MDF AND IDF CLOSETS WHICH WILL NOW BECOME THE INTERCOM/CLOCK NETWORK VLAN. THE EXISTING FIBER BACKBONE HAS AVAILABLE STRANDS BETWEEN EXISTING CLOSETS FOR THIS WORK TO HAPPEN. CONTRACTOR WILL BE RESPONSIBLE TO PROVIDE NEW FIBER PATCH CORDS AT EACH END TO CONNECT NEW FIBER TO NEW LOCAL NETWORK SWITCHES BEING INSTALLED.
- 6. CONTRACTOR IS RESPONSIBLE FOR PATCHING / REPAIRING / REPAINTING WALLS WHERE EXISTING SPEAKERS, CLOCKS OR RACEWAY IS BEING REMOVED AS PART OF THIS PROJECT. ANY CMU BLOCK OR BRICK WALLS THAT CANNOT BE REPAIRED WILL NEED TO HAVE METAL PLATE INSTALLED OVER OPENING AND PAINTED TO MATCH SURROUNDING WALL COLOR.
- 7. ALL SURFACE MOUNTED RACEWAY REQUIRED FOR INSTALLATION OF NEW INTERCOM AND CLOCK WIRING SHALL BE WIREMOLD SERIES 2300. COLOR SHALL MATCH EXISTING COLOR OF SURROUNDING ROOM.

**CAMELLIA E.S. TELE-CEN**

8600 COLIAGAR DRIVE  
SACRAMENTO CA.

**KEY PLAN**

NORTH PLAN TRUE

CLIENT: SACRAMENTO CITY U.S.D.  
DATE: 06/30/23 PROJECT NUMBER: 0035-464

No.	Description	Date

**Project Status**

BUILDING NUMBER

**INTERCOM  
AREA 'A'  
CAMELLIA ES**

## Gigabit Ethernet PoE/PoE+ Extender, Water Resistant - Cat5e/6/6a, IP65, IEEE 802.3at/af, 30W, 1 Port

MODEL NUMBER: NPOE-EXT-1G30WP



Extends a 10/100/1000 Mbps network connection between a powered source device and a PoE/PoE+ device up to 328 ft. (100 m).

### Features

#### Gigabit Extender Lets You Cascade Your Existing PoE/PoE+ Connection up to 500 Meters

This single-port connector allows you to extend the connection between your powered source device, such as a PoE (Power over Ethernet) switch, and a remote PoE device an extra 328.08-ft. (100 m). In addition, by cascading as many as four NPOE-EXT-1G30 extenders, you can extend that connection as far as 1640 feet (500 meters) total. Just connect the extender between two sections of Cat5e/6/6a cable up to 328.08-ft. (100 m) each.

#### Saves You Time and Money on Unnecessary Equipment Updates

The compact PoE/PoE+ extender delivers 10/100/1000 Mbps of data and up to 30 watts of power using existing Cat5e/6/6a cables, eliminating the need to install new AC power lines and electrical outlets. This cost-effective extender sends DC power and Ethernet data through your Ethernet cable, cutting down on cable clutter, equipment costs and installation time and labor. It also automatically detects PoE/PoE+ equipment and protects it from being damaged by incorrect installation.

#### Supports Power over Ethernet to Save You Money and Give You More Installation Choices

Because this extender supports PoE, it can supply the power to operate compatible IEEE 802.3at/af PoE devices, such as security cameras, VoIP telephones, point-of-sale kiosks and access control devices. This saves you the expense and effort of purchasing, connecting and installing individual power supplies for each device. It also helps you install PoE devices in areas far away from AC outlets, such as poles or ceilings. It supports half/full-duplex 1 Gbps communication for sending and receiving data simultaneously, and protects your PoE device against short circuits and overloads.

#### IP65 Rating Denotes Resistance to Dust and Water

The IP65 rating means the aluminum housing is not only 100% protected against dust, but also able to endure water spray, such as from a nozzle, from all directions. This makes the NPOE-EXT-1G30WP ideally suited to outdoor use.

#### Simple Plug-and-Play Installation Has Your Device Connected in Minutes

No configuration or software is required to add the NPOE-EXT-1G30WP to your LAN. Just connect your switch or network jack and your PoE/PoE+ device to the shielded RJ45 Power + Data ports using existing Cat5e/6/6a cable. LEDs indicate the unit is receiving power and is ready to transmit data.

### Highlights

- Saves money by delivering 30W of power + data up to 328.08-ft. (100 m) through existing cabling
- Cascade up to 4 extenders to extend PoE connection up to 1640 ft. (500 m) total
- Extends power + data to any PoE or PoE+ device installed where no AC outlet is available
- Supports Gigabit Ethernet data transfer speeds up to 1000 Mbps (1 Gbps)
- Aluminum housing is IP65 rated for protection against water spray from all directions

### Applications

- Install a touchscreen kiosk or VoIP phone in an area without a standard power connection
- Fill in Wi-Fi dead spots in your office with a wireless access point connected to your LAN
- Set up digital signage in an outdoor environment susceptible to rain, such as a mall, stadium or college campus
- Connect security cameras and other A/V surveillance equipment in a video wall

### System Requirements

- Device that meets IEEE 802.3af / IEEE 802.3at standards

### Package Includes

- NPOE-EXT-1G30WP Gigabit Ethernet PoE/PoE+ Extender - IEEE 802.3at/af, 30W, 1 Port
- (2) Water-resistant covers
- Owner's manual

**Designed for Installation Almost Anywhere**

Mounting holes are featured for installing the extender on a shelf, desktop, wall or any other smooth surface with user-supplied hardware. The silver aluminum housing fits in the palm of your hand, so it is small enough to hide away without interfering with your workflow or décor. The fanless design is ideal for silent operation.

## Specifications

OVERVIEW	
UPC Code	037332236135
Product Type	Extender
Technology	Cat5/5e; Cat6; Cat6a
POWER	
Power Consumption (Watts)	30.00
PHYSICAL	
Primary Form Factor	Desktop; Wall-mount
Color	Silver
Shipping Dimensions (hwd / in.)	1.77 x 6.10 x 3.15
Unit Dimensions (hwd / in.)	5.700 x 2.400 x 1.600
ENVIRONMENTAL	
Operating Temperature Range	14° to 113°F (-10° to 45°C)
Storage Temperature Range	-4° to 158°F (-20° to 70°C)
Operating Humidity Range	0% to 90% RH, Non-Condensing
Storage Humidity Range	0% to 95% RH, Non-Condensing
COMMUNICATIONS	
Network Compatibility	1 Gbps (Gigabit)
IEEE Standards Supported	802.3; 802.3ab; 802.3af; 802.3at; 802.3u; 802.3x
CONNECTIONS	
Side A - Connector 1	RJ45 (FEMALE)
Side B - Connector 1	RJ45 (FEMALE)
Network Switch Ports	10/100/1000 (RJ45)
STANDARDS & COMPLIANCE	
Product Compliance	RoHS; CE (Europe); REACH; FCC (USA)

**WARRANTY & SUPPORT**

Product Warranty Period (Worldwide)	3-year limited warranty
--	-------------------------



1211 FEE DR  
SACRAMENTO CA 95815-3910  
Phone: 916-561-1944

Sold to: VANDEN BOS/COMM.  
Ship to: VANDEN/SCUSD Camelia Telecenter  
502 Giuseppe Court Suite 4  
ROSEVILLE CA 95678  
Attn: ANDY GREEN  
Email: eric.petersen@graybar.com

Date: 12/21/2023  
**Project Name: SCUSD CAMELLIA 23-308**  
**Graybar Order: 384218174**  
Purchase Order Nbr: 23-308  
Release Nbr:  
Additional Ref#:  
Ref Quote Nbr: 245046731  
Graybar Contact: Victoria Plumlee  
Email: victoria.plumlee@graybar.com

### Order Acknowledgement

Thank you for Selecting Graybar, We Appreciate Your Business

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
100		4 EA	VERACITY USA, INC.	VOR-ORM		145.62	1	582.48
***Item Note:*** OUTREACH Max POE-powered POE extender (100m/unit)								
Ship From: Drop Ship-Factory								

FOB: S/P - F/A

Est Delivery Date: 01/05/2024

Item Total (Frt not included): 582.48

Subject to the standard terms and conditions set forth in this document.

Sold to: VANDEN BOS/COMM.  
 Ship to: VANDEN/SCUSD Camelia Telecenter  
 502 Giuseppe Court Suite 4  
 ROSEVILLE CA 95678  
 Attn: ANDY GREEN

Date: 12/21/2023  
**Project Name: SCUSD CAMELLIA 23-308**  
**Graybar Order: 384218174**  
 Purchase Order Nbr: 23-308  
 Release Nbr:  
 Additional Ref#:  
 Ref Quote Nbr: 245046731

## Order Acknowledgement

Thank you for Selecting Graybar, We Appreciate Your Business

Item	Item/Type	Quantity	Supplier	Catalog Nbr	Description	Price	Unit	Ext.Price
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GRAYBAR ELECTRIC COMPANY, INC.  
 TERMS AND CONDITIONS OF SALE

1. ACCEPTANCE OF ORDER; TERMINATION - Acceptance of any order is subject to credit approval and acceptance of order by Graybar Electric Company, Inc. ("Graybar") and, when applicable, Graybar's suppliers. If credit of the buyer of the goods or services ("Buyer") becomes unsatisfactory to Graybar, Graybar reserves the right to terminate upon notice to Buyer and without liability of Graybar.
2. GENERAL PROVISIONS - All typographical or clerical errors made by Graybar in any quotation, acknowledgment or publication are subject to correction. This agreement shall be governed by the laws of the State of Missouri applicable to contracts to be formed and fully performed within the State of Missouri, without giving effect to the choice or conflicts of law provisions thereof. All suits arising from or concerning this agreement shall be filed in the Circuit Court of St. Louis County, Missouri, or the United States District Court for the Eastern District of Missouri, and no other place unless otherwise determined in Graybar's sole discretion. Buyer hereby irrevocably consents to the jurisdiction of such court or courts and agrees to appear in any such action upon written notice thereof.
3. MODIFICATION OF TERMS AND CONDITIONS - These terms and conditions, and any associated statement of work, supersede all other communications, negotiations, and prior oral or written statements regarding the subject matter of these terms and conditions. No change, modification, rescission, discharge, abandonment, or waiver of these terms and conditions shall be binding upon Graybar unless made in writing and signed on its behalf by a duly authorized representative of Graybar. No conditions, usage of trade, course of dealing or performance, understanding or agreement, purporting to modify, vary, explain, or supplement these terms and conditions shall be binding unless hereafter made in writing and signed by the party to be bound. Any proposed modifications or additional terms are specifically rejected and deemed a material alteration hereof. If this document shall be deemed an acceptance of a prior offer by Buyer, such acceptance is expressly conditional upon Buyer's assent to any additional or different terms set forth herein.
4. PRICES AND SHIPMENTS - Prices for goods shall be those in effect at time of shipment, which shall be made F.O.B. shipping point, prepaid and bill. Delivery dates are subject to change and prices may increase between the time that a quote is given or an order is placed and the time of shipment. Buyer acknowledges and accepts this risk and agrees to pay the price of goods that is in effect at time of shipment in order to account for any price increases between the date of quote or order and the date of shipment. Unless otherwise indicated in the applicable quotation or statement of work, prices for services shall be those in effect at the time of completion. The contract price for goods and or services shall be increased by the amount of any applicable tariff, excise, fee, assessment, levy, charge or duty of any kind whatsoever, imposed, assessed or collected by any governmental body, whether or not reflected in the costs charged to Graybar, and Graybar may increase its cost for goods and or services appropriately to take into account such increases in Graybar's costs.
5. REELS - When Graybar ships returnables, a reel deposit may be included in the invoice. The Buyer should contact the nearest Graybar service location to return reels.
6. RETURN OF GOODS - Credit may be allowed for goods returned with prior approval. A deduction may be made from credits issued to cover cost of handling and restocking fees charged by the manufacturers of the goods. Returns will not be accepted for services or any material which has been modified at the request of or by Buyer. In addition, no custom orders may be returned, and goods must be in original packaging.
7. TAXES - Prices shown do not include sales or other taxes imposed on the sale of goods or services. Taxes now or hereafter imposed upon sales, shipments or services will be added to the purchase price. Buyer agrees to reimburse Graybar for any such tax or provide Graybar with acceptable tax exemption certificate.
8. PAYMENT TERMS - Payment terms shall be as stated on Graybar's invoice or as otherwise mutually agreed. As a condition of the sales agreement, a monthly service charge of the lesser of one and one-half percent (1.5%) or the maximum permitted by law may be added to all accounts not paid by net due date. Visa, MasterCard, American Express, and Discover credit cards are accepted at point of purchase only.
9. DELAY IN DELIVERY - Graybar is not to be accountable for delays in delivery occasioned by acts of God, failure of its suppliers to ship or deliver on time, or other circumstances beyond Graybar's reasonable control, including, but not limited to, sourcing, shipment or delivery issues caused by, related to, or resulting from COVID-19 or other similar national or global health situations. Factory shipment or delivery dates are the best estimates of our suppliers, and in no case shall Graybar be liable for any consequential or special damages arising from any delay in shipment or delivery.
10. CANCELLATION; CHANGES FOR SERVICES - Buyer may cancel or make changes to a statement of work up to five (5) business days prior to commencement of the work. All changes and cancellations after such date are subject to Graybar's prior written approval in Graybar's sole and absolute discretion. Buyer shall pay to Graybar amounts necessary to cover cancellation, restocking fees and other charges applicable to the cancelled goods or services including those incurred or committed to by Graybar.
11. SOFTWARE AND FIRMWARE - Graybar or the applicable third-party owner will retain all rights of ownership and title in its own intellectual property, including all copyrights relating to firmware and software and all copies of such firmware and software. Buyer acknowledges that all software is governed by terms expressly granted in the applicable agreement provided by such third-party owner or licensor and agrees to comply with any such terms and conditions in connection with the use or resale of such software. Graybar provides the software "AS IS" WITH ALL FAULTS, and the only warranties provided for software, if any, are provided by the third-party owner or licensor of such software. Although Graybar may collect fees relating to such software, the end user's agreement is with the third-party owner or licensor, and Buyer holds Graybar harmless from and against any claims arising out of or related to such firmware or software.
12. LIMITED WARRANTIES - Graybar warrants that all goods sold are free of any security interest and will make available to Buyer all transferable warranties (including without limitation warranties with respect to intellectual property infringement) made to Graybar by the manufacturer of the goods. Buyer acknowledges that the performance of any service which alters the manufacturer provided goods, as indicated in the statement of work, may void the manufacturer's warranty. Graybar shall use the same care and skill a similarly situated provider of like services would exercise following commonly accepted industry practices in the performance of its duties under this agreement. GRAYBAR MAKES NO OTHER EXPRESS OR IMPLIED WARRANTIES, AND SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR PURPOSE. UNLESS OTHERWISE AGREED IN WRITING BY AN AUTHORIZED REPRESENTATIVE OF GRAYBAR, PRODUCTS SOLD HEREUNDER ARE NOT INTENDED FOR USE IN OR IN CONNECTION WITH (1) ANY SAFETY APPLICATION OR THE CONTAINMENT AREA OF A NUCLEAR FACILITY, OR (2) IN A HEALTHCARE APPLICATION, WHERE THE GOODS HAVE POTENTIAL FOR DIRECT PATIENT CONTACT OR WHERE A SIX (6) FOOT CLEARANCE FROM A PATIENT CANNOT BE MAINTAINED AT ALL TIMES.
13. LIMITATION OF LIABILITY - Buyer's remedies under this agreement are subject to any limitations contained in manufacturer's terms and conditions to Graybar, a copy of which will be furnished upon written request. Furthermore, Graybar's liability shall be limited to either repair or replacement of the goods, re-performance of the services, or refund of the purchase price, all at Graybar's option, and IN NO CASE SHALL GRAYBAR BE LIABLE FOR INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES. In addition, claims for shortages, other than loss in transit, must be made in writing not more than five (5) days after receipt of shipment. Unless otherwise agreed in the applicable statement of work, acceptance of services will occur not more than five (5) days after completion of performance.
14. WAIVER - The failure of Graybar to insist upon the performance of any of the terms or conditions of this agreement or to exercise any right hereunder shall not be deemed to be a waiver of such terms, conditions, or rights in the future, nor shall it be deemed to be a waiver of any other term, condition, or right under this agreement.
15. ASSIGNMENT - Buyer shall not assign its rights or delegate its duties hereunder or any interest herein without the prior written consent of Graybar, and any such assignment, without such consent, shall be void.
16. CERTIFICATION - Graybar hereby certifies that these goods were produced in compliance with all applicable requirements of Sections 6, 7, and 12 of the Fair Labor Standards Act, as amended, and of regulations and orders of the United States Department of Labor issued under Section 14 thereof. This agreement is subject to Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Veterans' Readjustment Assistance Act of 1974, as amended, E.O. 13496, 29 CFR Part 471, Appendix A to Subpart A, and the corresponding regulations, to the extent required by law. 41 CFR 60-1.4, 60-741.5, and 60-250.5 are incorporated herein by reference, to the extent legally required.
17. FOREIGN CORRUPT PRACTICES ACT - Buyer shall comply with applicable laws and regulations relating to anti-corruption, including, without limitation, (i) the United States Foreign Corrupt Practices Act (FCPA) (15 U.S.C. §§78dd-1, et. seq.) irrespective of the place of performance, and (ii) laws and regulations implementing the Organization for Economic Cooperation and Development's Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, the U.N. Convention Against Corruption, and the Inter-American Convention Against Corruption in Buyer's country or any country where performance of this agreement or delivery of goods will occur.
18. EXPORTING - Buyer acknowledges that this order and the performance thereof are subject to compliance with any and all applicable United States laws, regulations, or orders. Buyer agrees to comply with all such laws, regulations, and orders, including, if applicable, all requirements of the International Traffic in Arms Regulations and/or the Export Administration Act, as may be amended. Buyer further agrees that if the export laws are applicable, it will not disclose or re-export any technical data received under this order to any countries for which the United States government requires an export license or other supporting documentation at the time of export or transfer, unless Buyer has obtained prior written authorization from the United States Office of Export Control or other authority responsible for such matters.

Subject to the standard terms and conditions set forth in this document.



← Cart

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## Order Summary

Items: 5  
Subtotal: \$403.09

Final price, taxes, and other fees calculated on the checkout page

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**EATON B-LINE**  
**N3 SC ENCLOSURE 12X12X4**  
Item #: 0082181 Cat #: 12124 WPSC UPC: 782051351309

Qty: **\$295.99**  
1 \$295.99 EA

Company Wide



0 Company wide

←	1	+
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**ARLINGTON**  
**Chase Nipple, 2", Zinc Die Cast**  
Item #: 0152587 Cat #: 506 UPC: 018997005069

Qty: **\$10.64**  
1 \$10.64 EA

Company Wide



211 Company wide

←	1	+
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MULTIPLE

**Locknut, 2", Zinc Plated Steel**

Item #: 0065918 Cat #: 2LN UPC: 781002123064

Qty: **\$2.34**

2 \$1.17 EA

Company Wide

13,067 Company wide

-	2	+
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MULTIPLE

**Plastic Insulating Bushing, Threaded, 2"**

Item #: 0065921 Cat #: 2PIBU UPC: 050169014080

Qty: **\$4.12**

1 \$4.12 EA

Company Wide

12,978 Company wide

-	1	+
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PANDUIT

**RJ45 Plug, CAT 6A**

Item #: 0779987 Cat #: FP6X88MTG-X UPC: 613056308510

Qty: **\$90.00**

4 \$22.50 EA

Company Wide

10 Company wide

-	4	+
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*Janea Marking, Chief Business and Operations Officer*  
*Chris Ralston, Assistant Superintendent of Facilities*

**AMENDMENT NO. 1 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 September 5, 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 \$1,448,000.00, as reflected below, unless this Amendment is further extended or modified.

**Description of Scope Change: basis for change order**

Fee reconciliation to adjust current construction costs

**Description of funding changes to contract:**

Original contract amount .....	\$840,000.00
Previous change orders through change order #- .....	\$0.00
Contract amount prior to this change order .....	\$840,000.00
Amount of this change order.....	\$608,000.00

**NEW CONTRACT AMOUNT.....\$1,448,000.00**

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. 1 and any provision of the Agreement for Architect 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 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: September 5, 2024

**Sacramento City Unified School  
District**

**HMC Architects**



7/30/24

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Janea Marking  
Chief Business and Operations Officer

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Vipul Safi  
Principal-in-Charge



**Contract Reconciliation Change Order**

Date: July 23, 2024

Project Name: Isador Cohen ES / Rosemont HS Security Improvements Group 1  
 Project No: 0146-465  
 DSA File No: 34-53  
 DSA Application No: 02-121659 / 02-121660

The following parties agree to the terms of this Change Order:

**Owner: Sacramento City USD**  
 5735 47th Ave.  
 Sacramento, CA 95824

**Contractor: Joe's Landscaping & Concrete**  
 802 Inyo Ave  
 Newman, CA 95360

**Construction Manager: Kitchell**  
 2450 Venture Oaks Way, Suite 500  
 Sacramento. CA 95833

Reference	Description	Cost	Days Ext.
	Amount of Previously Approved AED(s) Within Allowance(s)/Contingency and Approved by CBO via e-Builder	\$ 6,766.69	0
Requested by: Performed by: Reason:	Project Close-out of Unused Isador Cohen Owner Allowance District JLC Reconciliation of contract	\$ (68,233.31)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Rosemont Owner Allowance District JLC Reconciliation of contract	\$ (25,000.00)	0
Contract time will be adjusted as follows:	Original Contract Amount with Allowances:	<b>\$1,082,680.00</b>	
Previous Completion Date: 11/27/2023	Amount of Previously Approved AED(s)/PCO(s):	\$	<b>6,766.69</b>
ZERO 0 Calendar Days Extension (zero unless otherwise indicated)	Amount of this Change Order:	\$	<b>(93,233.31)</b>
Current Completion Date: <b>11/27/2023</b>	Revised Contract Amount After this change order:	<b>\$989,446.69</b>	

The undersigned Contractor 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 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 Contractor knows are false are at the sole risk of Contractor 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 Contractor 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 the Contractor'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

Contractor: Joe's Landscaping & Concrete

~~Chris Ralston, Assistant Superintendent~~ Date

Jose Garcia 7.24.24  
Joe Garcia, Project Manager Date

Janea Marking, Chief Business & Operations Officer

Construction Manager: Kitchell

Anthony Lea, Project Manager Date

Ryan Wade 7/23/2024  
Ryan Wade, Project Manager Date



## Contract Reconciliation Change Order

Date: July 23, 2024

Project Name: C.K. McClatchy HS/ Fern Bacon MS/ Matsuyama ES/ Parkway ES/ Rosa Parks K-8 / Sutterville ES Security Improvements Group 2  
 Project No: 0510-465  
 DSA File No: 34-53  
 DSA Application No: 02-121663 / 02-121662 / 02-121658 / 02-121661 / 02-121664 / 02-121657

The following parties agree to the terms of this Change Order:

**Owner: Sacramento City USD**  
 5735 47th Ave.  
 Sacramento, CA 95824

**Contractor: Joe's Landscaping & Concrete**  
 802 Inyo Ave  
 Newman, CA 95360

**Construction Manager: Kitchell**  
 2450 Venture Oaks Way, Suite 500  
 Sacramento. CA 95833

Reference	Description	Cost	Days Ext.
	Amount of Previously Approved AED(s) Within Allowance(s)/Contingency and Approved by CBO via e-Builder	\$ 51,718.54	0
Requested by: Performed by: Reason:	Project Close-out of Unused McClatchy Owner Allowance District JLC Reconciliation of contract	\$ (25,000.00)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Fern Bacon Owner Allowance District JLC Reconciliation of contract	\$ (20,012.38)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Matsuyama Owner Allowance District JLC Reconciliation of contract	\$ (22,060.23)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Parkway Owner Allowance District JLC Reconciliation of contract	\$ (13,803.14)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Rosa Parks Owner Allowance District JLC Reconciliation of contract	\$ (669.91)	0
Requested by: Performed by: Reason:	Project Close-out of Unused Sutterville Owner Allowance District JLC Reconciliation of contract	\$ (16,735.80)	0

Contract time will be adjusted as follows:	Original Contract Amount with Allowances:	<b>\$2,800,574.00</b>
Previous Completion Date: 11/27/2023	Amount of Previously Approved AED(s)/PCO(s):	<b>\$ 51,718.54</b>
ZERO 0 Calendar Days Extension (zero unless otherwise indicated)	Amount of this Change Order:	<b>\$ (98,281.46)</b>
Current Completion Date: <b>11/27/2023</b>	Revised Contract Amount After this change order:	<b>\$2,702,292.54</b>

The undersigned Contractor 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 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 Contractor knows are false are at the sole risk of Contractor 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 Contractor 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 the Contractor'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

~~Chris Raiston, Assistant Superintendent~~ Date

**Janea Marking, Chief Business & Operations Officer**

Anthony Lea, Project Manager Date

Contractor: Joe's Landscaping & Concrete

*Jose Garcia* 7.24.2024  
 \_\_\_\_\_ Date  
 Joe Garcia Project Manager

Construction Manager: Kitchell

*Ryan Wade* 7/23/2024  
 \_\_\_\_\_ Date  
 Ryan Wade, Project Manager





# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item#12.1b

**Meeting Date:** September 5, 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	Board Approved
SA25-00171	Amnor Inc dba Bond Driving School	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24 - 6/12/25	Students will receive driver's education in the classroom which will include 30 hours of drivers education curriculum to satisfy needed course to take permit test	Expanded Learning	2600	\$263,670.00	7/29/2024	
SA23-00019	Nacht & Lewi	Service Agree	Facilities	Chris Ralston	Janea Marking	No	6/23/22-12/31/24	Increase for additional services outside of original scope of work; District requested. Storage and Track Additions and Furniture Design. New Contract Amt: \$3,454,411	Measure H	9809	\$111,525.00	7/29/2024	
R25-00854	AT&T Corpor	Blanket Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	7/1/24-6/30/25	District voice and data services for SY24-25	General	0	\$600,000.00	7/29/2024	
R25-00736	Peterson Farm	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Applesauce products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$340,000.00	7/29/2024	
R25-00889	T-Mobile USA	Blanket Purchase Order	Technology Services	Tim Rocci	Tim Rocco	No	7/1/24-6/30/25	District cell phone services for SY24-25	General	0	\$335,000.00	7/29/2024	
R25-00332	Macmillan Holdings, LLC	Purchase Ord	Library/Textbook Services	Erin Hanson	Yvonne Wright	No	7/1/24-6/30/27	District three-year online license extension for AP Statistics, AP Language Composition, and AP Literature & Composition	Lottery/Instru ctional Materials	6300	\$166,635.23	7/29/2024	
R25-00733	LA Foods	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Canned fruit products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$165,000.00	7/29/2024	
R25-00410	Ca. Department of Justice	Blanket Purchase Order	Human Resources	Christina Villegas	Cancy McCarn	No	7/1/24-6/30/25	District fingerprinting fees for SY24-25	General	0	\$150,000.00	7/29/2024	
SA25-00191	Dannis Woliver Kelley	Service Agree	Purchasing Services	Cindy Tao	Janea Marking	No	7/1/24-6/30/25	Legal consulting for Purchasing matters for SY24-25	General	0	\$20,000.00	7/29/2024	
R25-00031	Office Relief	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	No	7/1/24-6/30/25	Equipment and supplies to accomodate ergonomic and ADA accomodations for SY24-25	General	0	\$120,000.00	7/29/2024	
R25-00745	Taylor Farm	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Produce and mini meal products to support the Child Nutrition Program for SY24-25. RFP #24-25810A Board approved/awarded June 06, 2024.	Child Nutrition	5310	\$120,000.00	7/29/2024	
R25-00308	Cengage Learning, Inc	Purchase Ord	Library/Textbook Services	Erin Hanson	Yvonne Wright	No	7/1/24-6/30/27	District three-year online license extension for Math	Lottery/Instru ctional Materials	6300	\$119,896.88	7/29/2024	
R25-00189	Classlink, Inc	Purchase Ord	Technology Services	Rhonda Rode	Tim Rocco	Yes	7/1/24-6/30/25	Ratify Annual ClassLink license and Roster Server hosting service for SY24-25. EdTech JPA Ca. contract	General	0	\$109,564.98	7/29/2024	
R25-00078	B.A. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between B.A. (parent) on behalf of "student", and SCUSD for educationally-related services reimbursement.	Special Educati	6500	\$100,000.00	7/29/2024	
R25-00164	Riverview International Trucks	Blanket Purchase Order	Transportation Serv	Ron Hill	Janea Marking	No	7/1/24-6/30/25	International bus and white fleet outside labor and repairs for SY24-25	Transportati on/Special Education	0723/0724	\$100,000.00	7/29/2024	
R25-00349	Conagra Food Sales	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Quesadilla products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$100,000.00	7/29/2024	

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	Board Approved
R25-00418	Cadence Solutions, Inc	Blanket Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	7/1/24-6/30/25	Hosting Azure and managed services/support monthly billing for SY24-25	General	0	\$90,000.00	7/29/2024	
R25-00802	International Baccalaureate	Blanket Purchase Order	Gifted and Talented Education	Yvonne Wright	Yvonne Wright	No	7/1/24-6/30/25	IB exam fees for Miwok and Luther Burbank for SY24-25	SFF-Foster Yo	11	\$87,361.00	7/29/2024	
R25-00163	Riverview International Trucks	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	No	7/1/24-6/30/25	International bus and white fleet OEM parts for SY24-25	Transportation/Special Education Transportation	0723/0724	\$85,000.00	7/29/2024	
R25-00170	Silke Communications, Inc	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	No	7/1/24-6/30/25	Two-way radio maintenance and labor for SY24-25	Transportation/Special Education Transportation	0723/0724	\$85,000.00	7/29/2024	
R25-00363	Ecolab	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Warewash chemicals to support the Child Nutrition Program for SY24-25	Child Nutrition	5310	\$85,000.00	7/29/2024	
SA25-00082	SchoolMint	Service Agreement	Enrollment Center	GioVonna Washington-Woodfy	Mary Hardin Young	No	7/1/24-6/30/25	Renewal of SchoolMint Enroll - Application and Lottery software, SchoolFinder and System Language Translation for SY24-25	General	0	\$77,951.45	7/29/2024	
SA23-00015	Lionakis	Service Agreement	Facilities	Chris Ralston	Janea Marking	No	6/23/22-2/28/26	Fee adjustment based on furniture scope for Cesar Chavez/Edward Kemble ES to assist SCUSD in bidding the procurement of new furniture. New contract amt: \$4,375,000	Measure H	9809	\$45,000.00	7/29/2024	
R25-00158	Polar Bear Auto, Air & Electric	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Air conditioning repair as needed for busses and white fleet during SY24-25	Transportation/Special Education Transportation	0723/0724	\$80,000.00	7/29/2024	
R25-00197	General Produce Co.	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Fresh produce to support the Child Nutrition Summer Program. Year two extension of RFP #22-0501. Board approved/awarded June 23, 2022	Child Nutrition Summer Food Service Program	5330	\$80,000.00	7/29/2024	
R25-00879	Home Depot	Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Electric hand dryers for District restrooms	Ongoing Maintenance	8150	\$25,034.40	7/29/2024	
CH25-00194	Home Depot	Chargeback Blanket Purchase Order	Buildings & Grounds Operation	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Ratify approval to replenish the District's schools custodial supplies as needed during the 2024-25 SY	General	0	\$548,526.00	7/29/2024	
R25-00453	Upstate Niagara	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Yogurt products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$76,840.00	7/29/2024	
R25-00668	Elevator Industries	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Chairlift and elevator service and repair as needed during the 2024-25 SY.	Ongoing Maintenance	8150	\$73,500.00	7/29/2024	
R25-00106	A-Z Bus Sales	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Bluebird school bus parts as needed during the 2024-25 SY	Transportation/Special Education Transportation	0723/0724	\$70,000.00	7/29/2024	
R25-00348	Cherry Central Cooperative	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Dried cherries to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$70,000.00	7/29/2024	

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	Board Approved
R25-00111	Fleet Tire, Inc	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Michelin tires as needed for buses during the 2024-25 SY	Transportation/Special Education Transportation	0723/0724	\$70,000.00	7/29/2024	
SA25-00110	The Race and Gender Equity Project	Service Agree	Foster Youth	Jacqueline Garne	Yvonne Wright	Yes	6/1/24-7/26/24	District desires the Contractor to Co-Facilitate the Go B'Nanas summer program along with SCUSD's Foster Youth Services (FYS) Department during the SCUSDs SummerMatters Program. The Go B'Nanas program is an intensive wellness program that will serve Elementary and Middle School Campuses during the summer.	TUPE-Grds 6-12 Cohort M Tier2	6695	\$30,000.00	7/29/2024	
SA25-00195	Center for Land Based Learning	Service Agree	Career & Technical	Christina Espinos	Yvonne Wright	Yes	7/1/24-6/30/25	Luther Burbank HS Urban Agriculture Academy and Center for Land Based Learning Industry Partner Services	Career Tech E	6387	\$49,407.00	7/29/2024	
SA25-00193	Kodely LLC	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Supplemental Provider for After School Program to support bridging the gap between tech literacy, design thinking and real world skills through the power of play and curiosity for students	Expanded Learning	2600	\$54,000.00	7/29/2024	
SA25-00172	Mad Science of SAC Valley	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Provide supplemental after school services	Expanded Learning	2600	\$58,800.00	7/29/2024	
SA25-00179	San Joaquin County Office of Ed	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	SEIS License 2024-2025	Special Educati	6500	\$74,010.00	7/29/2024	
SA25-00188	916 Ink	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Provide youth with opportunities to participate in creative writing workshops that will increase literacy skills, build resiliency, expand communication skills and positively impact social and emotional learning and provide an opportunity for students to use their narratives and creative writings to become published authors.	Expanded Learning	2600	\$78,000.00	7/29/2024	
SA25-00186	Bloom Leade	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Students' academic and social emotional needs, increase access and exposure to college and universities; increase family engagement opportunities and provide community service opportunities to any student at the contracted sites with targeted outreach to address specific needs of Native Hawaiian and Other Pacific Islander (NHOP) students and families	Expanded Learning	2600	\$80,608.00	7/29/2024	
SA25-00187	Calidanza Da	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Provide programming and services that help students understand Mexican culture through dance and music; help develop healthy social skills, teamwork and social consciousness	Expanded Learning	2600	\$89,600.00	7/29/2024	
SA25-00211	Ball Out Acad	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Power of basketball to help students of all ages and backgrounds discover their strengths and take positive steps forward in achieving their goals	Expanded Learning	2600	\$95,040.00	7/29/2024	
SA25-00184	San Joaquin County Office of Ed	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Medi-Cal Billing Services for 2024-2025 (Year 2)	Medi-Cal	9758	\$110,000.00	7/29/2024	
SA25-00066	Alivia Elder-Gok dba Liv RecTherapy	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	Services (Recreational Therapy)	Special Educati	6500	\$117,312.00	7/29/2024	

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
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Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved	Board Approved
SA25-00209	New Hope Community Development	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	2024-2025 Before (William Land ES) and After school (Hollywood Park ES) program	ASES & Expanded Learning	2600 & 6010	\$394,184.00	7/29/2024	
SA25-00063	Music to Grow	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	NPA Services for Music Therapy; under Master Contract S25-00045	Special Education	6500	\$493,500.00	7/29/2024	
SA25-00203	Boys & Girls Clubs of SAC	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	2024-2025 Before and After school program at Edward Kemble and Ethel I. Baker ES'	ASES & Expanded Learning	2600 & 6010	\$494,458.40	7/29/2024	
SA25-00206	Leaders of Tomorrow	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	2024-2025 Before and After school program at Father Keith B Kenny, Isador Cohen and John Sloat ES'	ASES & Expanded Learning	2600 & 6010	\$992,376.00	7/29/2024	
SA25-00196	Rose Family	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	2024-2025 Before and After school program at Father Keith B Kenny, Isador Cohen and John Sloat ES'	ASES & Expanded Learning	2600 & 6010	\$1,597,528.00	7/29/2024	
R25-00806	Raymond Ha	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Maintenance and repairs to electriect pallet jacks during SY2024-25	Child Nutrition / General	5310 / 0000	\$25,000.00	7/29/2024	
R25-00809	Riverview International	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Parts and repairs to warehouse trucks during SY2024-25	Child Nutrition / General	5310 / 0000	\$22,000.00	7/29/2024	
R25-00813	PM Truck Repair, Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Maintenance and repairs to warehouse trucks during SY2024-25	Child Nutrition / General	5310 / 0000	\$37,193.00	7/29/2024	
R25-01083	Hillyard, Inc	Blanket Purchase Order	Building & Grounds/Operations	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Handsoap supplies for District sites during SY2024-25. CMAS contract #4-23-04-1052	General	0	\$84,190.00	7/29/2024	
R25-00679	Lee's Automod	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Service and repairs to Facilities fleet vehicles during SY2024-25	Ongoing Maintenance	8150	\$70,000.00	7/29/2024	
R25-00680	Les Schwab Tire Centers	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Tires as needed for Facilities fleet vehicles during SY2024-25	Ongoing Maintenance	8150	\$70,000.00	7/29/2024	
R25-00457	U.S. Cold Storage	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Back-up freezer storage to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$68,250.00	7/29/2024	
R25-00153	Napa Auto Parts	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Parts as needed for buses and white fleet during SY2024-25	Transportation/Special Education Transportation	0723/0724	\$65,000.00	7/29/2024	
R25-00803	J.A. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between J.A. (parent) on behalf of "student", and SCUSD for educationally-related services reimbursement.	Special Education	6500	\$64,300.00	7/29/2024	
CH25-00005	Office Depot	Chargeback Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	General	0	\$30,000.00	7/29/2024	
SA25-00229	SAC Connect	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24 - 6/12/25	Programming and services to increase access to mental health opportunities, programs, and education to at-risk communities. Services provided during the after school program hours at American Legion HS and Health Professions HS	Expanded Learning	2600	\$24,800.00	7/29/2024	

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SA25-00228	Architects of	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24 - 6/12/25	Empower students to become civic leaders in their homes, school, and community. Program aims to provide students with the tools to succeed, including teamwork, leadership, lifeskills, problem-solving and resiliency skills.	Expanded Learning	2600	\$40,920.00	7/29/2024	
SA25-00212	Studio T	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24 - 6/12/25	Provide youth opportunities to build positive self-esteem, learn the history of urban and traditional art, be physically active, host parent engagement activities and express themselves through visual and performing arts during the after school program.	Expanded Learning	2600	\$65,472.00	7/29/2024	
SA25-00231	Restorative Equity Partnership	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	File Review of SPED files; Qualitative Data Gathering and Analysis, which includes interviews, focus groups and/or other qualitative data gathering; Practice and Procedure Review and Learning	Sped Ed-IDEA Early; Preschl	3312 / 3318	\$100,000.00	7/29/2024	
SA25-00226	The Hawk Ins	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/12/24 - 6/15/25	Develop, maintain and sustain program that offer support services to Health Professions HS and Umoja Int'l Academy for enrichment activities supporting the Expanded Learning program	21st Century / Expanded Learning	4124 / 2600	\$143,200.00	7/29/2024	
SA25-00170	Science Allia	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24 - 6/12/25	Provide a hands-on, grade-specific, NGSS-based lessons to excite and educate students around STEM at various SCUUSD schools.	Expanded Learning	2600	\$148,800.00	7/29/2024	
SA25-00080	College Entrance Examination Board	Service Agree	Strategy & Continuous		Mary Hardin You	Yes	7/1/24 - 6/30/25	SCUSD may order College Board exams, products adn services related to College Board's College Readiness and Success System.	LCFF	11	\$206,916.00	7/29/2024	
SA25-00223	Norcal School of the Arts	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/12/24 - 6/13/25	Promote academic achievement, increase attendance, assist children to enhance learning, provide opportunities for parents/guardian to actively participate in their children's education	ASES / Expanded Learning	6010 / 2600	\$795,840.00	7/29/2024	
SA25-00201	Sacramento Chinese Community	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/9/24 - 6/15/25	Provide students opportunities to expand learning, promote academic achievement, increase attendance, assist children to enhance learning, provide opportunities for parents/guardians to actively participate in their children's education and provide safe, supervised, and high-quality expanded learning care for students	ASES / Expanded Learning / 21st Century	6010 / 2600 / 4124	\$13,010,749.60	7/29/2024	
R25-00057	C.L. and J. L. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between C.L. and J. L. (parents) on behalf of "student", and SCUUSD for educationally-related services reimbursement.	pecial Educati	6500	\$17,000.00	7/29/2024	
R25-00060	A. S. and C. S. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between A.S. and C. S. (parents) on behalf of "student", and SCUUSD for educationally-related services reimbursement.	pecial Educati	6500	\$15,425.25	7/29/2024	
R25-00063	J. J. and J. J. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between J.J. and J. J. (parents) on behalf of "student", and SCUUSD for educationally-related services reimbursement.	pecial Educati	6500	\$80,693.50	7/29/2024	
R25-00065	C.A. and J.A. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between C.A. and J. A. (parents) on behalf of "student", and SCUUSD for educationally-related services reimbursement.	pecial Educati	6500	\$36,825.00	7/29/2024	

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R25-00069	M.L. and P.L. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between M.L. and P. L. (parents) on behalf of "student", and SCUSD for educationally-related services reimbursement.	Special Educati	6500	\$16,510.50	7/29/2024	
R25-01146	NorCal Asphalt	Purchase Ord	Facilities Maintenance	Chris Ralston	Yvonne Wright	Yes	7/1/24-6/30/25	Driveway asphalt repair at Miwok Middle School	Ongoing Maintenance	8150	\$15,660.00	7/29/2024	
R25-00080	I.S. (redacted)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/24-6/30/25	Settlement Agreement between I.S. (parent) on behalf of "student", and SCUSD for educationally-related services reimbursement.	Special Educati	6500	\$15,077.50	7/29/2024	
R25-01042	East Bay Restaurant Supply	Purchase Ord	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Milk/beverage coolers to support the Child Nutrition Program	Child Nutrition-School Breakfast	5380	\$16,600.69	7/29/2024	
R25-00865	Follett Content Solutions	Purchase Ord	Luther Burbank H.S.	Tuan Duong	Yvonne Wright	Yes	7/1/24-6/30/25	Reading Resources for classroom libraries	Gear Up	9203	\$18,077.03	7/29/2024	
R25-00711	Bridgestone Americas, Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Vehicle tire service as needed for Facilities fleet vehicles during SY2024-25	Ongoing Maintenance	8150	\$20,000.00	7/29/2024	
R25-01040	Crown Worldwide Moving & Storage	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Backup storage for various facility projects during SY2024-25	Ongoing Maintenance	8150	\$20,000.00	7/29/2024	
R25-00894	Apple, Inc	Purchase Ord	Student Support & Health Services	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	Fifteen (15) each MacBook Air laptops	CA Community Schools Partnership Act (Implementation Grant)	6332	\$20,025.68	7/29/2024	
R25-01028	Shiffer Equip	Purchase Ord	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Whiteboards for Matsuyama Elementary School	Ongoing Maintenance	8150	\$23,949.71	7/29/2024	
CH25-00143	Office Depot	Chargeback Blanket Purchase Order	Elder Creek Element	Aprille Shafto	Yvonne Wright	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	LCFF-Free and Reduced	7	\$22,310.94	7/29/2024	
SA25-00243	Excel Interpre	Service Agree	Matriculation/Orientation			Yes	7/1/24-6/30/25	Translation and Interpreting Services for Board of Education Meetings for the 2024-2025 School Year. Renewing Services	General	0	\$20,000.00	7/29/2024	
CH25-00010	Office Depot	Chargeback Blanket Purchase Order	Transportation Servic	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	Transp-Special Education & Home to School	0723 / 0724	\$25,000.00	7/29/2024	
CH25-00152	Office Depot	Chargeback Blanket Purchase Order	Hiram Johnson H.S.	Jerad Hyden	Yvonne Wright	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	LCFF-Free and Reduced	7	\$25,000.00	7/29/2024	
R25-00113	Buswest	Blanket Purchase Order	Transportation Servic	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Repairs as needed to the District's Thomas buses during SY2024-25	Transp-Special Education & Home to School	0723 / 0724	\$25,000.00	7/29/2024	

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SA25-00237	Council of the Great City Schools	Service Agree	Board of Education	Mary Hardin Your	Mary Hardin Your	No	5/4/23 - 6/30/25	Board Approved May 4, 2023; Contract for Professional Services for District Governance. To provide training, coaching, confidential and closed session advising, professional development, and facilitation of discussions regarding SCUSDs long-term vision and strategic plan.	General	0	\$41,496.85	7/29/2024	
R25-00146	Jasper Engin	Blanket Purchase Order	Transportation Serv	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Bus engine replacement as needed during SY2024-25	Transp-Special Education & Home to School	0723 / 0724	\$25,000.00	7/29/2024	
R25-00194	US Foods, In	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Recipe ingredients as needed at the Central Kitchen during summer foodservice programs SY2024-25	Child Nutrition-Summer Foodservice	5330	\$25,000.00	7/29/2024	
SA25-00238	Konstantin Fedotov dba Arde Kids LLC	Service Agree	Youth Development	Manpret Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Arde Program to bring impactful and enriching programs that inspire students to develop new passions and interests in the areas of architecture, model United Nations and Ninja Parkour.	Expanded Learn	2600	\$62,000.00	7/29/2024	
R25-00600	Neighborhoodly Pest Management	Blanket Purchase Order	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Gopher deterrent treatment during SY2024-25	Ongoing Maintenance	8150	\$25,000.00	7/29/2024	
R25-00713	ADI	Blanket Purchase Order	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Parts and supplies as needed for the Electronics Shop during SY2024-25	Ongoing Maintenance	8150	\$25,000.00	7/29/2024	
SA25-00245	SCHOOLSPL	Service Agree	Capital City	Kelly Dunkley	Yvonne Wright	Yes	7/1/24-6/30/25	Core Content K-12 and College and Career Elective courses enrolled user licenses may be recycled and reused during the contract term	LCFF-Equity Multiplier SB114	7399	\$81,700.00	7/29/2024	
R25-00758	American Chiller Service	Blanket Purchase Order	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	HVAC service as needed during SY2024-25	Ongoing Maintenance	8150	\$25,000.00	7/29/2024	
R25-00848	Rexel USA, In	Blanket Purchase Order	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Parts and supplies as needed for the Electronics Shop during SY2024-25	Ongoing Maintenance	8150	\$25,000.00	7/29/2024	
R25-01037	JM Environm	Blanket Purchase Order	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Restoration and environmental services as needed during SY2024-25	Ongoing Maintenance	8150	\$25,000.00	7/29/2024	
SA25-00178	Musical Instruments N Kids Hands	Service Agree	Youth Development	Manpret Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Introduce underserved youth to STEM in a creative learning environment using music during the after school program hours at various ES, Sam Brannan MS and School of Engineering MS and HS.	Expanded Learn	2600	\$84,000.00	7/29/2024	
R25-01025	Lakeshore Ed	Purchase Ord	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	New preschool OT materials	Special Education-Early Intervention Preschool Grant	6547	\$25,952.69	7/29/2024	
R25-00124	COT Transp	Blanket Purchase Order	Transportation Serv	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Towing service as needed for school buses and white fleet during SY2024-25	Transp-Special Education & Home to School	0723 / 0724	\$26,500.00	7/29/2024	
R25-00101	Dipietro & As	Purchase Ord	Health Services	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	Replacement trauma kits for SY2024-25	Medi-Cal Billing Option	9758	\$26,594.27	7/29/2024	



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R25-00306	IXL Learning	Purchase Ord	Hiram Johnson H.S.	Jerad Hyden	Yvonne Wright	Yes	7/1/24-6/30/25	Grades 9-12, Math, IXL site licenses for SY2024	Title I Interventi	3019	\$26,655.00	7/29/2024	
R25-00555	Apple, Inc	Purchase Ord	Bowling Green Chaco	Enrique Flores	Yvonne Wright	Yes	7/1/24-6/30/25	Ten (10) each MacBook Pro laptops for staff	LCFF-Free and Reduced	7	\$28,568.63	7/29/2024	
SA25-00080	College Entrance Examination Board	Service Agree	Strategy & Continuou	Ed Eldridge	Yvonne Wright	Yes	7/1/24 - 6/30/25	PSAT/NMSQT and SAT for 2024-2025	LCFF-District wi	11	\$206,916.00	7/29/2024	
R25-00616	Curriculum Ass	Purchase Ord	Sequoia Elementary	Enrique Flores	Yvonne Wright	Yes	8/1/24-7/31/26	Two-year i-Ready Math site license	IASA-Title I Basic Grants	3010	\$28,728.00	7/29/2024	
R25-00708	Harris Comp	Purchase Ord	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	eTriton POS and site licenses for SY2024-25	Child Nutrition-School Programs	5310	\$28,896.71	7/29/2024	
R25-00515	Apple, Inc	Purchase Ord	Health Services	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	Twenty-Five (25) MacBook Air laptops for school	Medi-Cal Billing Option	9758	\$29,352.70	7/29/2024	
SA22-00484	Nacht & Lewi	Service Agree	Facilities Maintenanc	Chris Ralston	Janea Marking	No	6/9/22-12/31/24	Architectural Services for the Albert Einstein Core Academic Renovation project. Increase of \$260,525 for additional scope of work outside of original contract: Kitchen, Lockers, and Site Work	Measure Q	9808	\$929,338.00	7/29/2024	
R25-00932	KS Telecom	Purchase Ord	Facilities Maintenanc	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Ratify approval for single point access control materials for District's security upgrade projects.	Measure Q	9808	\$223,500.00	8/21/2024	
R25-00032	Office Depot	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	To purchase ergonomic supplies as needed during SY2024-25	General	0	\$30,000.00	8/21/2024	
R25-00033	Grainger, Inc	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	To purchase safety supplies as needed during SY2024-25	General	0	\$30,000.00	8/21/2024	
R25-00150	Lion Electric	Blanket Purchase Order	Transportation Servic	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Electric bus parts as needed during SY2024-25	Transp-Special Education & Home to School	0723 / 0724	\$29,950.00	8/21/2024	
R25-00200	General Prod	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Fresh produce for The Central Kitchen to support the Child Nutrition Supper Program. Year two extension of RFP #22-0501. Board approved/awarded June 23, 2022	Child Nutrition: Child Care Program	5320	\$30,000.00	8/21/2024	
R25-00340	Berber Food	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Tortilla products to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$30,000.00	8/21/2024	
R25-00341	Big West Dist	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Sorbet products to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$30,000.00	8/21/2024	
R25-00346	CA Dept of E	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	State administrative fees for USDA commodities during SY2024-25	Child Nutrition	5310	\$30,000.00	8/21/2024	
R25-00347	Cargill Kitchen Solutions, Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Egg products to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$30,000.00	8/21/2024	
R25-00434	La Tapatia Tortilleria, Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Tortilla products to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$30,000.00	8/21/2024	
R25-00471	Tom Hannick	Blanket Purchase Order	Academic Office	Yvonne Wright	Yvonne Wright	Yes	7/1/24-6/30/25	String instrument repair as needed during SY2024-25	Arts & Music in Schools	6770	\$30,000.00	8/21/2024	

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R25-00563	Youngstown	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Fresh peaches to support the Child Nutrition Program during SY2024-25	School Food Best Practices	7033	\$30,000.00	8/21/2024	
R25-00659	Barebones W	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Safety boots for Maintenance employees during	Ongoing Maintenance	8150	\$30,000.00	8/21/2024	
R25-00710	Boot Barn, In	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Steel toe boots for Maintenance employees during SY2024-25	Ongoing Maintenance	8150	\$30,000.00	8/21/2024	
R25-00714	Anixter, Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Parts and supplies as needed for the Electronic/Locksmith Shop during SY2024-25	Ongoing Maintenance	8150	\$30,000.00	8/21/2024	
R25-00752	Soil Born Far	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Produce for The Central Kitchen to support the Child Nutrition Program (Cdfa Grant) during SY2024-25	Other Restricted State	7810	\$30,000.00	8/21/2024	
R25-00107	A-Z Bus Sale	Blanket Purchase Order	Transportation Service	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Repairs as needed to the District's Bluebird buses during SY2024-25	Trans-Special Education & Home to School	0723 / 0724	\$29,950.00	8/21/2024	
R25-00249	AMS.NET, In	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	7/1/24-6/30/25	Cisco SMARTnet renewal to support the District's network for SY2024-25	General	0	\$32,309.59	8/21/2024	
R25-00115	Capitol Clutch & Brake, Inc	Blanket Purchase Order	Transportation Service	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Brake and rotor supplies as needed during SY2024-25	Trans-Special Education & Home to School	0723 / 0724	\$33,000.00	8/21/2024	
R25-00425	Gilman Chee	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Shelf-stable cheese products to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$34,775.00	8/21/2024	
R25-00144	Hunt & Sons,	Blanket Purchase Order	Transportation Service	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Lubricants as needed for vehicles during SY2024-25	Trans-Special Education & Home to School	0723 / 0724	\$35,000.00	8/21/2024	
R25-00655	Kelly Spicers	Blanket Purchase Order	Central Printing	Cindy Tao	Janea Marking	Yes	7/1/24-6/30/25	Paper and supplies as needed during SY2024-25	General	0	\$35,000.00	8/21/2024	
R25-00782	Sacramento Metro Air Quality	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Boiler operational permit fees during SY2024-25	Ongoing Maintenance	8150	\$35,000.00	8/21/2024	
R25-00989	All West Coachlines, Inc	Blanket Purchase Order	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	Summer Matters field trips during SY2024-25	Expanded Learning Opportunities Program	2600	\$35,000.00	8/21/2024	
R25-01119	Frontline Technologies Group	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	8/1/24-7/31/25	Frontline absence and substitute management license renewal for SY2024-25	General	0	\$36,777.66	8/21/2024	
R25-00798	AMS.NET, In	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	7/1/24-6/30/25	E-Rate (YR27) labor hour support for SY2024-25. Bid 24-0321BMH, Board approved April 18, 2024.	General	0	\$37,500.00	8/21/2024	
R25-00140	Folsom Lake	Blanket Purchase Order	Transportation Service	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Repairs to Ford buses as needed during SY2024-25	Trans-Special Education & Home to School	0723 / 0724	\$38,000.00	8/21/2024	
R25-01141	Paul Baker Printing, Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Monthly lunch menus to support the Child Nutrition Program during SY2024-25	Child Nutrition	5310	\$27,264.00	8/21/2024	

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Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved	Board Approved
SA25-0009	Medic Ambul	Service Agree	Health Services	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	Basic life support (BLS) stand-by ambulance services as needed for the 2024-25 school year. Includes ambulance on site at all Freshman, JV and Varsity home football games for SCUSD HS'	General / LCFF District Wide	0000 / 0011	\$40,000.00	8/21/2024	
SA25-00255	Curriculum Associates	Service Agree	Academic	Yvonne Wright	Yvonne Wright	Yes	8/1/24-7/31/25	I-Ready, K-8 Math and Reading Assessment, 1 year with HS Rdg	General	0	\$258,569.34	8/21/2024	
SA25-00253	Accelerate Education	Service Agree	Counseling	Christina Espinos	Yvonne Wright	Yes	7/1/24-6/30/25	Credit recover seat. User seat license is one enrolled student with up to 4 credit recovery courses at any point in time within the year.	LCFF District Wide	11	\$338,750.00	8/21/2024	
SA25-00242	Center for Fathers & Families	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/5/24-6/13/25	Expanded Learning program at Harkness, Oak Ridge and Harkness and New Joseph Bonnheim. Designed to provide students opportunities to promote academic achievement, increase attendance, assist children to enhance learning	ASES / Expanded Learning	6010 / 2600	\$833,639.00	8/21/2024	
SA24-00591	HMC Archited	Service Agree	Facilities	Chris Ralston	Janea Marking	No	5/2/24-12/31/25	Architectural services for the Bowling Green(s) Campus Renewal project. Increase of \$608,000 for fee reconciliation to adjust current construction costs	Measure H	9809	\$1,448,000.00	8/21/2024	
R25-00651	JJR Enterpris	Blanket Purchase Order	Central Printing	Cindy Tao	Janea Marking	Yes	7/1/24-6/30/25	Service as needed for the Canon printng equipment during SY2024-25	General	0	\$50,000.00	8/21/2024	
R25-00657	Paul Baker Printing, Inc	Blanket Purchase Order	Central Printing	Cindy Tao	Janea Marking	Yes	7/1/24-6/30/25	Overflow printing and binding as needed for SY2024-25	General	0	\$55,000.00	8/21/2024	
R25-00993	AMS.NET, In	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	7/1/24-6/30/25	E-Rate (YR27) switch equipment & SmartNet for SY2024-25. Bid 24-0321 e-Rate27, Board approved May 21, 2024.	General	0	\$54,081.40	8/21/2024	
SA25-00158	Michelle Pledger dba Living for Liberation	Service Agree	Academic	Yvonne Wright	Yvonne Wright	Yes	8/14/24-8/15/24	Pre-Service Keynote; 4-separate interactive keynotes. Increase (\$3,000) due to additional day of service added	General	0	\$22,000.00	8/21/2024	
SA25-00168	KMM Service	Service Agree	Facilities	Chris Ralston	Janea Marking	Yes	5/15/24-12/20/24	Construction management and technical consulting services for District-wide Door Controller VIC Upgrades at 45 sites	Measure H	9809	\$175,710.00	8/21/2024	
SA25-00221	Mediation Office of Kimberly Schulist	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	Independent facilitator to address and help resolve disputes with the area of Special Education.	Special Educati	6500	\$40,000.00	8/21/2024	
SA25-00262	YMCA of Superior CA	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/12/24-6/15/25	Before and after school program at Leataata Floyd ES for expand learning, promote academic achievement, increase attendance	ASES / Expanded Learning / 21st Century	6010 / 2600/ 4124	\$451,260.40	8/21/2024	
SA25-00264	Total Education Solutions	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/3/24-6/12/25	Provide academic tutoring and homework support to 2nd-12th grade students enrolled in the SCUSD American Indian Education Program.	Indian Education / Expanded Learning	4510 / 2600	\$30,000.00	8/21/2024	
CH25-00008	Office Depot	Chargeback Blanket Purchase Order	Leonardo da Vinci Elementary	Jerad Hyden	Yvonne Wright	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	LCFF-Free and Reduced	7	\$15,000.00	8/21/2024	
CH25-00222	Office Depot	Chargeback Blanket Purchase Order	New Joseph Bonnheim	Aprille Shafto	Yvonne Wright	Yes	7/1/24-6/30/25	Office and general supplies during SY2024-25	LCFF-Free and Reduced	7	\$16,000.00	8/21/2024	
SA25-00274	Capitol Tech Solutions	Service Agree	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Maintenance agreement for data needs as they arise with newly launched Central Kitchen Market Software	Child Nutrition	5310	\$50,000.00	8/21/2024	

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SA25-00273	Playworks Education Energized	Service Agree	Human Resources	Monica Garland	Cancy McArn	Yes	7/1/24-6/30/25	Substantial substitute professional development	Educator Effectiveness	6266	\$20,000.00	8/21/2024	
R25-01260	Schools PLP	Purchase Ord	Capital City School	Jerad Hyden	Yvonne Wright	Yes	8/1/24-7/31/25	Annual site license to SchoolsPLP Core Content Grades PreK-12th, and College and Career Elective Courses.	LCFF Equity Multiplier SB114	7399	\$81,700.00	8/21/2024	
SA25-00282	Truss Leadership	Service Agree	Washington	Aprille Shafto	Yvonne Wright	Yes	8/1/24-8/31/24	Professional development for staff summer 2024 building community, planning relevancy in curricular units, revising project based learning plans, reflecting on teaching practices and goal setting	IASA-Title I Basic Grants Low	3010	\$15,000.00	8/21/2024	
SA25-00279	Schoolworks	Service Agree	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Demographics and Enrollment Projections Service	General	0	\$17,500.00	8/21/2024	
SA25-00257	Terracon Consultants	Service Agree	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/26	Geotechnical Engineering Services for Bowling Green Renewal project	Measure H	9809	\$19,355.00	8/21/2024	
SA25-00281	Document Tracking Services	Service Agree	Strategy & Continous	Yvonne Wright	Yvonne Wright	Yes	9/22/24-9/22/25	Renewal license	LCFF District-wi	11	\$20,475.00	8/21/2024	
SA25-00185	YMCA of Superior California	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	Transition program - Health and Fitness	Special Education	6500	\$24,453.00	8/21/2024	
SA25-00136	Vision 2000 Educational Foundation	Service Agree	Consolidated Program	Mary Hardin Your	Mary Hardin Your	Yes	7/1/24-6/30/25	Direct services during the 2024/2025 school year to administer and provide staff training and professional development for the tutoring program at Cristo Rey, St. Patricks and St. Roberts private schools.	IASA-Title I Basic Grants-Low	3010	\$151,911.33	8/21/2024	
SA25-00285	Kimley-Horn & Associates	Service Agree	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/26	Traffic Analysis for the Fern Bacon MS New School	Measure H	9809	\$18,500.00	8/21/2024	
SA25-00012	ALZA Strategies	Service Agree	Board of Education	Mary Hardin Your	Mary Hardin Your	Yes	7/1/24-6/30/25	Amendment No. 1 Increase \$5,000; Consultant will work at the direction of SCUSD Board President, Superintendent, Communications Director to help the Board communicate effectively with parents, community partners and others about Board perspectives, policies and positions	General	0	\$30,000.00	8/21/2024	
SA25-00284	Eide Bailly LLP	Service Agree	Business Services	Janea Marking	Janea Marking	Yes	9/9/24-6/30/25	Provide specific internal controls consulting services	General	0	\$30,000.00	8/21/2024	
R25-01109	Hengehold Motor Co	Purchase Ord	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Used 2022 Ford F250 for Facilities Labor Shop	Ongoing Maintenance	8150	\$48,032.63	8/21/2024	
R25-00335	Chefs Toys LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Smallwares as needed for kitchens during SY24-25	Child Nutrition	5310	\$45,000.00	8/21/2024	
R25-00357	Dick and Jane Baking Co	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Snack items to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$45,000.00	8/21/2024	
R25-00439	Next Generation Foods	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Rice to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$45,500.00	8/21/2024	
R25-00351	County of Sacramento	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	County foodservice permit fees during SY24-25	Child Nutrition	5310	\$50,000.00	8/21/2024	
R25-00279	Ekon-O-Pak LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Packaging supplies to support the Child Nutrition Supper Program during SY24-25	Child Care Food Program	5320	\$50,000.00	8/21/2024	
R25-00456	Ollvie Vineyard Properties	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Canned sparkling grape juice to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$50,000.00	8/21/2024	

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R25-00446	Savory Life LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Sandwiches to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$50,000.00	8/21/2024	
R25-00738	Tasty Brands LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Food items to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$50,000.00	8/21/2024	
R25-00294	Graphic Promotions	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Staff uniform apparel for Nutrition Services during SY24-25	Child Nutrition	5310	\$60,000.00	8/21/2024	
R25-00345	Sterling BV, Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Corbread muffins to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$60,000.00	8/21/2024	
R25-00719	Bolthouse Fresh Foods	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Snack Pack baby carrots to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$110,000.00	8/21/2024	
R25-00445	Rebellyous Foods	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Frozen veggie tenders to support the Child Nutrition Program during SY24-25	Child Nutrition	5310	\$110,000.00	8/21/2024	
SA25-00269	City of Sacramento	Service Agree	Safe Schools	Ray Lozada	Mary Hardin You	Yes	7/1/24-6/30/25	Police services as needed for the District during	General	0	\$60,000.00	8/21/2024	
R25-01099	Great Minds PBC	Purchase Ord	Bowling Green Chac	Enrique Flores	Yvonne Wright	Yes	7/1/24-6/30/25	Great Minds Math modules and Manipulatives, k	LCFF-Free and Reduced	7	\$23,990.23	8/21/2024	
SA25-00146	Addiction Treatment Tech	Service Agree	Student Support & Health	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	Renewal of mental health treatment providers and contractor works directly with student/family to connect them to treatment providers	LCFF District-wide	11	\$150,500.00	8/21/2024	
SA25-00288	Dwight Taylor Sr.	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24-6/12/25	Teach students effective communication in leadership. Provided during after school hours at Health Professions HS	21st Century Comm	4124	\$19,560.00	8/21/2024	
SA25-00287	State of CA Dept of Rehabilitation	Service Agree	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/23-6/30/24	Transition Partnership Program Matching Funds, Cooperative Service Delivery for FY 2023-24	Special Education	6500	\$67,277.00	8/21/2024	
SA25-00294	Street Soccer USA	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24-6/12/25	Use the power of soccer to help students of all ages and backgrounds discover their strengths and take positive steps forward in achieving their goals with the Street Soccer program	After School Edu and Safety	6010	\$85,500.00	8/21/2024	
SA25-00224	Empowering Possibilities	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	8/12/24-6/13/25	Provide students opportunities to expand learning, promote academic achievement, increase attendance, assist children to enhance learning, provide opportunities for parents/guardians to actively participate in their children's education and provide safe, supervised, and high-quality expanded learning care for students. <b>INCREASE OF \$267,937 due to adding Sam Brannan in the contract</b>	ASES / Expanded Learning	6010 / 2600	\$1,491,704.00	8/21/2024	
S25-00053	Access Language Connections	Non-Public Ag	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/23-6/30/24	To pay invoices dated prior 6/30/24 that exceeded encumbered amount on S24-00066 only	Special Education	6500	\$79,888.17	8/21/2024	
R25-00820	J.L. and/or C.R. (Parents)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	Yes	6/6/24-8/19/26	Settlement Agreement between J.L. and C.R. "Parents" on behalf of their child, and the District for educational related services.	Special Education	6500	\$50,000.00	8/21/2024	
R25-00903	C.M. (Parent)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	4/21/22-4/7/25	Settlement Agreement between C.M. "Parent" on behalf of her child, and the District for educational services fund.	Special Education	6500	\$32,000.00	8/21/2024	

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R25-00081	D.J. (Parent)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	8/5/21-8/31/24	Settlement Agreement between D.J. "Parent" on behalf of his child, and the District for educational services fund.	Special Education	6500	\$31,975.00	8/21/2024	
R25-00077	G.H. and F.H. (Parents)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	8/5/21-8/31/24	Settlement Agreement between G.H. and F.H. "Parents" on behalf of their child, and the District for IEE and IEP services.	Special Education	6500	\$43,840.00	8/21/2024	
SA25-00300	Premier Management Group	Service Agreement	Facilities	Chris Ralston	Janea Marking	Yes	8/1/24-10/31/25	Construction and administration services for the Hollywood Park Campus Renewal project	Measure H	9809	\$256,500.00	8/21/2024	
R25-00095	Dipietro & Associates	Blanket Purchase Order	Health Services	Jacqueline Garne	Yvonne Wright	Yes	7/1/24-6/30/25	To purchase AED parts and supplies as needed during SY2024-25	LCFF District Wide	11	\$51,200.00	8/21/2024	
R25-00675	IFE Leasing Inc	Blanket Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Fire extinguisher service as needed during SY2024-25	Ongoing Maintenance	8150	\$130,000.00	8/21/2024	
R25-00986	Lexia Learning Systems, LLC	Purchase Order	Multilingual Education	Olga Simms	Yvonne Wright	Yes	8/1/24-7/31/25	Student license subscription to Lexia English for SY2024-25	Title III, English Learner	4203	\$124,100.00	8/21/2024	
R25-01330	Turf Star, Inc	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Reelmaster mower for the Labor Shop	Ongoing Maintenance	8150	\$104,835.98	8/21/2024	
R25-01086	CDW LLC	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	12/14/24-12/13/25	Proofpoint Email Security Renewal 2024-25	General	0	\$100,500.00	8/21/2024	
R25-00371	U Pay We Travel LLC	Blanket Purchase Order	Equity, Access & Excellence	David Parsh	Yvonne Wright	Yes	7/1/24-6/30/25	School Sports Officials during SY2024-25	Expanded Learning /General	2600 / 0000	\$80,000.00	8/21/2024	
R25-00764	Tidee Didee Daiper Service	Blanket Purchase Order	Early Learning & Care Programs	Melissa Sigars	Yvonne Wright	Yes	7/1/24-6/30/25	Laundry service for preschool sites during SY2024-25	SETA Headstart / CD-Fac Stipend	5210 / 5161	\$62,500.00	8/21/2024	
R25-01128	Systems Tech, Inc	Blanket Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Fire alarm inspections service during SY2024-25	Ongoing Maintenance	8150	\$60,000.00	8/21/2024	
R25-00135	East Bay Tire Co.	Blanket Purchase Order	Transportation Services	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Firestone tires as needed for buses and white fleet during SY2024-25	Transportation/Special Education Transportation	0723/0724	\$55,000.00	8/21/2024	
R25-00379	California Interscholastic Federation	Blanket Purchase Order	Equity, Access & Excellence	David Parsh	Yvonne Wright	Yes	7/1/24-6/30/25	CIF Sac-Joaquin Membership dues for all sports SY2024-25	General	0	\$55,000.00	8/21/2024	
R25-00762	Lakeshore Equipment Co	Blanket Purchase Order	Early Learning & Care Programs	Melissa Sigars	Yvonne Wright	Yes	7/1/24-6/30/25	Instructional supplies as needed for preschool sites during SY224-25	SETA Headstart / CD-Fac Stipend	5210 / 5161	\$55,000.00	8/21/2024	
R25-00919	Macmillan Holdings LLC	Purchase Order	John F. Kennedy HS	Tuan Duong	Yvonne Wright	Yes	7/1/24-6/30/25	English Language & Literature books for 9th grade	IASA-Title I	3010	\$54,804.58	8/21/2024	
R25-00954	JAMF Holdings, Inc	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	No	4/29/24-4/28/28	Mobile device management renewal (Mac & iPhone)	General	0	\$54,373.98	8/21/2024	
R25-01050	Apple, Inc	Purchase Order	Special Education	Geovanna Linares	Yvonne Wright	Yes	7/1/24-6/30/25	iPads for AAC	Special Education	6500	\$53,651.56	8/21/2024	
R25-01193	CDW LLC	Purchase Order	Academic Office	Yvonne Wright	Yvonne Wright	Yes	8/19/24-6/18/25	Go Guardian Teacher license subscription for SY2024-25	LCFF District Wide	11	\$53,200.00	8/21/2024	

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R25-01088	Red Gold	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Tomato condiments to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$50,000.00	8/21/2024	
R25-01098	Classic Delight, LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Sandwiches to support the Child Nutrition Supper Program.	Child Care Food Program	5320	\$50,000.00	8/21/2024	
R25-00355	Del Real, LLC	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Salsa products to support the Child Nutrition Program.	Child Nutrition	5310	\$26,000.00	8/21/2024	
R25-00424	General Mills	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Ratify request for cereal products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$200,000.00	8/21/2024	
R25-00440	Nippon Shokk	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Sauce products to support the Child Nutrition Program.	Child Nutrition	5310	\$25,000.00	8/21/2024	
R25-00443	Pepsico Inc	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Chip and snack products to support the Child Nutrition Program.	Child Nutrition	5310	\$25,000.00	8/21/2024	
R25-00736	Peterson Farms	Blanket Purchase Order	Nutrition Services	Diana Flores	Janea Marking	No	7/1/24-6/30/25	Ratify request for applesauce products to support the Child Nutrition Program. Year two extension of RFP #24-1005-1. Board approved/awarded November 16, 2023	Child Nutrition	5310	\$300,000.00	8/21/2024	
R25-00052	C. G. and/or K. D.(Parents)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	7/1/22-6/30/24	Settlement Agreement between C.G. and K.D. "Parents" on behalf of their child, and the District for educational related services.	Special Education	6500	\$121,500.00	8/21/2024	
R25-01359	Performance Food Group	Blanket Purchase Order	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	7/1/24-6/30/25	To purchase snack items as needed for 2024 Summer Matters Programs	Expanded Learning Opportunities Program	2600	\$15,560.36	8/21/2024	
R25-01110	Independent Electric Supply	Blanket Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Lighting supplies as needed during SY2024-25	Ongoing Maintenance	8150	\$16,000.00	8/21/2024	
R25-01368	Vex Robotics, Inc	Purchase Order	Sam Brannaon MS	Tuan Duong	Yvonne Wright	Yes	7/1/24-6/30/25	Educational robotic curriculum STEM classroom	IASA-Title I	3010	\$16,040.94	8/21/2024	
R25-01216	R&S Overhead Door	Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Warehouse roll-up door repair	Child Nutrition	5310	\$18,772.60	8/21/2024	
CH25-00250	Office Depot	Chargeback Blanket Order	C.K. McClatchy HS	Jerad Hyden	Yvonne Wright	Yes	7/1/24-6/30/25	Instructional supplies as needed during SY2024-	General	0	\$30,000.00	8/21/2024	
R25-01187	AMS.Net	Service Agree	Technology Services	Tim Rocco	Tim Rocco	Yes	9/22/24-9/21/25	Webex cloud storage, Webex Teams, Webex Teams file storage, cloud video device registration, Webex Hybrid Services and Webex meetings for SY2024-25	General	0	\$165,168.00	8/21/2024	
R25-00122	Chevron USA, Inc	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Grease and Antifreeze as needed for buses and white fleet during SY2024-25	Transportation/Special Education	0723/0724	\$40,000.00	8/21/2024	
R25-00174	CA Dept. of Tax & Fee Administration	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Board of Equalization quarterly tax returns for SY2024-25	Transportation/Special Education	0723/0724	\$40,000.00	8/21/2024	

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	Board Approved
R25-00131	North State Truck Equipment	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Clean natural gas and particulate trap maintenance as needed for 2002 bus fleet during SY2024-25	Transportation/Special Education Transportation	0723/0724	\$40,000.00	8/21/2024	
R25-00182	Valley Power Systems North, Inc	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Power system repairs as needed for bus fleet during SY2024-25	Transportation/Special Education Transportation	0723/0724	\$40,000.00	8/21/2024	
R25-00121	Clean Energy	Blanket Purchase Order	Transportation Service	Ron Hill	Janea Marking	Yes	7/1/24-6/30/25	Clean natural gas fuel for 2002 bus fleet during SY2024-25	Transportation/Special Education Transportation	0723/0724	\$45,000.00	8/21/2024	
R25-00022	Advanced Chemical Transport	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	Universal, biological and hazardous material disposal as needed during SY2024-25	General	0	\$50,000.00	8/21/2024	
R25-00036	Eaton Interpreting Service	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	District interpreting as needed during SY2024-25	General	0	\$50,000.00	8/21/2024	
R25-00037	Access Language Connection m Inc	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	District interpreting as needed during SY2024-25	Self Insurance-Dental	605	\$50,000.00	8/21/2024	
R25-00040	Schools Insurance Authority	Blanket Purchase Order	Risk Management	Keyshun Marshall	Janea Marking	Yes	7/1/24-6/30/25	District claims, deductables and special event insurance during SY2024-25	General	0	\$50,000.00	8/21/2024	
R25-00597	Jet Mulch, Inc	Blanket Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Fibar playground mulch as needed during SY2024-25	Ongoing Maintenance	8150	\$50,000.00	8/21/2024	
R25-00607	Turf Star, Inc	Blanket Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Mower equipment parts and supplies as needed during SY2024-25	Ongoing Maintenance	8150	\$50,000.00	8/21/2024	
R25-00990	City of Sacramento	Blanket Purchase Order	Business Services	Cindy Tao	Janea Marking	Yes	7/1/24-6/30/25	To pay false alarm fees as needed during SY2024-25	General	0	\$50,000.00	8/21/2024	
R25-00074	K.S. or A.S. (Parents)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	3/17/22-3/17/26	Settlement Agreement between K.S. and A.S. "Parents" on behalf of their child, and the District for educational related services.	Special Education	6500	\$49,700.00	8/21/2024	
R25-00062	M.M. (Parent)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	9/21/17-9/21/18 6/02/22-6/02/25	Two Settlement Agreements between M.M. "Parent" on behalf of her child, and the District for special education services.	Special Education	6500	\$48,630.00	8/21/2024	
R25-01034	Island Creative Management, LLC	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Stage drapes for Rosemont High School	Ongoing Maintenance	8150	\$47,426.80	8/21/2024	
R25-00079	N.B. (Parent)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	4/9/21-6/30/25	Settlement Agreement between N.B. "Parent" on behalf of her child, and the District for educational related services.	Special Education	6500	\$46,622.00	8/21/2024	
R25-01121	CA School Board Association	Purchase Order	Board of Education	Lisa Allen, Supt.	Lisa Allen, Supt.	Yes	7/1/24-6/30/25	CSBA and ELA Membership SY2024-25	General	0	\$43,145.00	8/21/2024	
R25-01030	Velocity Sports Group, LLC	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Turf maintenance for six comprehensive high schools during SY2024-25.	Ongoing Maintenance	8150	\$42,900.00	8/21/2024	
R25-01160	Explore Learning	Purchase Order	Academic Office	Erin Hanson	Yvonne Wright	Yes	8/1/24-7/31/25	Gizmos Science District license subscription	IASA-Title I	3010	\$40,424.37	8/21/2024	



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	Board Approved
R25-00376	Kombat Soccer, Inc	Blanket Purchase Order	Equity, Access & Excellence	David Parsh	Yvonne Wright	Yes	7/1/24-6/30/25	Uniforms and awards for sports programs during SY2024-25	LCFF District Wide	11	\$40,000.00	8/21/2024	
R25-00382	Continental Athletic, Inc	Blanket Purchase Order	Equity, Access & Excellence	David Parsh	Yvonne Wright	Yes	7/1/24-6/30/25	Supplies for football sports programs during SY2024-25	LCFF District Wide	11	\$40,000.00	8/21/2024	
R25-00558	Bar-Hein Co	Blanket Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Labor Shop parts and supplies as needed during SY2024-25	Ongoing Maintenance	8150	\$40,000.00	8/21/2024	
R25-00073	R.H & L.A. (Parents)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	pending confirmation	Settlement Agreement between R.H. and L.A. "Parents" on behalf of their child, and the District for educational related services.	Special Education	6500	\$38,523.00	8/21/2024	
R25-00420	Council of the Great City School	Purchase Ord	Superintendents Office	Lisa Allen, Supt.	Lisa Allen, Supt.	Yes	7/1/24-6/30/25	District membership dues SY2024-25	General	0	\$48,195.00	8/21/2024	
SA25-00280	All Things Pretty	Service Agree	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	9/1/24-6/12/25	Empower young and adolescent girls from underrepresented communities of all backgrounds and cultures at various SCUSD sites during after school hours.	ASES / 21st Century	6010 / 4124	\$52,000.00	8/21/2024	
SA25-00305	Nicole Rogers dba Griff Jack LLC	Service Agree	Nutrition Services	Diana Flores	Janea Marking	Yes	7/1/24-6/30/25	Develop, host and post social media content for the Central Kitchen.	Child Nutrition School Prgrm / Other State	5310 / 7810	\$71,400.00	8/21/2024	
SA25-00326	Laarni Gallardo	Service Agree	Charles A. Jones	Carla Galbraith	Yvonne Wright	Yes	7/1/24-6/30/25	Act as Director of the Nursing Department progra	CA Adult Ed Prg (CAEP)	6391	\$96,096.00	8/21/2024	
SA23-00553	Innovative Construction Services	Service Agree	Facilities	Chris Ralston	Janea Marking	No	8/18/23-12/31/24	Construction management services for the Albert Einstein Core Academic Renovation project. <b>INCREASE of \$43,325 as District requested additional services to compile files and meetings to discuss the incomplete work of the General Contractor.</b>	Measure Q	9808	\$202,075.00	8/21/2024	
R25-01199	K.J. (Parent)	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	No	11/10/23-8/31/25	Settlement Agreement between K.J. "Parent" on behalf of their child, and the District for educational related services.	Special Education	6500	\$30,000.00	8/21/2024	
R25-01235	Sacramento Regional Transit	Blanket Purchase Order	Special Education	Geovanni Linares	Yvonne Wright	Yes	7/1/24-6/30/25	Bus passes for the severe/CBI Program during S	Special Education	6500	\$30,000.00	8/21/2024	
R25-01191	Sierra Valley Moving & Storage	Purchase Ord	Facilities	Chris Ralston	Janea Marking	Yes	7/1/24-6/30/25	Furniture relocation for Albert Einstein MS renovation project.	Measure Q	9808	\$26,000.00	8/21/2024	
R25-00963	Academic Health Plans, Inc	Purchase Ord	Equity, Access & Excellence	David Parsh	Yvonne Wright	Yes	7/1/24-6/30/25	Concussion insurance for sports programs during SY2024-25	LCFF District Wide	11	\$25,177.50	8/21/2024	



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1c

**Meeting Date:** September 5, 2024

**Subject:** Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of June 1-30, 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 warrants and checks.

**Background/Rationale:** The detailed list of warrants, checks and electronic transfers issued for the period of June 1-30, 2024 are available for the Board members upon request.

**Financial Considerations:** Normal business items that reflect payments from district funds.

**LCAP Goal(s):** Family and Community Empowerment; Operational Excellence

**Documents Attached:**

Warrants, Checks and Electronic Transfers – June 1-30, 2024

**Estimated Time:** N/A

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

**Approved by:** Lisa Allen, Superintendent

# Sacramento City Unified School District

## Warrants, Checks and Electronic Funds Transfers

JUN 2024

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount</u>
County Accounts Payable Warrants	97427669 - 97428691	1023 items	\$ <b>33,875,649.75</b>
		General (01)	\$ 21,206,362.08
		Charter (09)	\$ 135,565.63
		Adult Education (11)	\$ 113,446.00
		Child Development (12)	\$ 84,407.79
		Cafeteria (13)	\$ 1,221,040.04
		Building (21)	\$ 10,568,887.32
		Developer Fees (25)	\$ 875.00
		Cafeteria Enterprise (61)	\$ 823.23
		Self Insurance (67)	\$ 34,042.91
		Self Ins Dental/Vision (68)	\$ 187.17
		Payroll Revolving (76)	\$ 510,012.58
		Alternate Cash	00002578 - 00002595
Payroll Revolving (76)	\$ 29,221.03		
Payroll and Payroll Vendor Warrants	97906336 - 97907515	1180 items	\$ <b>6,519,371.56</b>
		General (01)	\$ 2,045,588.25
		Charter (09)	\$ 62,859.81
		Adult Education (11)	\$ 15,283.72
		Child Development (12)	\$ 54,632.79
		Cafeteria (13)	\$ 159,635.52
		Payroll Revolving (76)	\$ 4,181,371.47
Payroll ACHs and Payroll Vendor EFTs	ACH 01605369 - 01611939 EFT 00000021 - 00000022	6572 items	\$ <b>24,490,732.88</b>
		General (01)	\$ 22,228,438.97
		Charter (09)	\$ 682,860.92
		Adult Education (11)	\$ 236,701.14
		Child Development (12)	\$ 440,735.86
		Cafeteria (13)	\$ 771,546.63
		Building (21)	\$ 31,909.75
		Cafeteria Enterprise (61)	\$
		Self Insurance (67)	\$ 27,167.66
		Self Ins Dental/Vision (68)	\$ 7,072.94
		Payroll Revolving (76)	\$ 64,299.01
County Wire Transfers for Benefit, Debt & Tax	9700350159 - 9700350193	35 items	\$ <b>29,183,674.56</b>
		General (01)	\$ 31,393.34
		Payroll Revolving (76)	\$ 29,152,281.22
<b>Total</b>	<b>8828 items</b>	<b>\$</b>	<b>94,118,500.41</b>



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

**Meeting Date:** September 5, 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):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy, Engaged Students; Family and Community Empowerment; Operational Excellence

**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: 9/5/24

#	Department	Vendor ID#	Reason	Amount Due
1.	Special Education	128858	Ceasing services, new labor partner process was not followed	\$546,570.19
2.	Special Education	119646	Ceasing services, new labor partner process was not followed	\$23,356.25
3.	Special Education	100394	Ceasing services, new labor partner process was not followed	\$4,185.00
4.	Special Education	317003	Ceasing services, new labor partner process was not followed	\$2,500.00
5.	Special Education	310723	Ceasing services, new labor partner process was not followed	\$3,100.00
6.	Special Education	119646	Ceasing services, new labor partner process was not followed	\$4,175.00
7.	Special Education	126132	Ceasing services, new labor partner process was not followed	\$630.00
8.	Special Education	313960	Ceasing services, new labor partner process was not followed	\$6,684.00
9.	Special Education	128858	Ceasing services, new labor partner process was not followed	\$50,502.00
10.	Special Education	11011	Ceasing services, new labor partner process was not followed	\$220,158.79
11.	Special Education	124465	Ceasing services, new labor partner process was not followed	\$961,477.05



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1e

**Meeting Date:** September 5, 2024

**Subject:** Donations to the District for the Period of June 1-30, 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:** Accept the donations to the District for the period of June 1-30, 2024

**Background/Rationale:** Per Board Policy 3290 Gifts, Grants and Bequests, the Board of Education accepts donations on behalf of the schools and the District. After Board approval, the Board Office will send a letter of recognition to the donors.

**Financial Considerations:** None

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

**Documents Attached:**

- Donations Report for the period of June 1-30, 2024.

**Estimated Time:** N/A

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

**Approved by:** Lisa Allen, Superintendent

B OF A - BANK OF AMERICA											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BA24-0002160	Posted	The Stowers Family Trust	8651	Check	06/06/24	3402513969				Donation, The Stower Fam Tr	150.00
	01-0812-0-8690-	- - - -0495-					150.00				
BA24-0002307	Posted	(000454) BENEVITY FUND	8662	Electronic F	06/03/24					6/3/24 AMERICAN ONLINE G	90.00
	01-0812-0-8690-	- - - -0384-					90.00				
BA24-0002308	Posted	(000454) BENEVITY FUND	8663	Electronic F	06/03/24					6/3/24 UK ONLINE GIVING FI	2.43
	01-0812-0-8690-	- - - -0384-					2.43				
BA24-0002309	Posted	(000454) BENEVITY FUND	8664	Electronic F	06/03/24					6/3/24 UK ONLINE GIVING FI	.01
	01-0812-0-8690-	- - - -0305-					.01				
<b>Total for Sacramento City Unified School District</b>											<b>242.44</b>

Fund-Object Recap		
01-8690	Donation Board Acknowledgement	242.44
<b>Fund 01 - General Fund</b>		<b>242.44</b>
<b>Total for Sacramento City Unified School District</b>		<b>242.44</b>

Org Recap	
<b>Sacramento City Unified School District</b>	
C - Check	150.00
E - Electronic Funds Xfer	92.44
<b>Total Receipts</b>	<b>242.44</b>
<b>Report Total</b>	<b>242.44</b>

\* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 6/1/2024, Ending Receipt Date = 6/30/2024, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690, Accounts? = Y, Recap = O, Sort/Group = )



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1f

**Meeting Date:** September 5, 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 September 5, 2024
2. Classified Personnel Transactions Dated September 5, 2024

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

**Submitted by:** Cancy McArn, Chief Human Resources Officer & Lead Negotiator

**Approved by:** Lisa Allen, Superintendent



Attachment 1: CERTIFICATED 9/5/2024

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
ABUSAIDI	ALIKHAN	B	Teacher, Elementary Spec Subj	H.W. HARKNESS ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ACEVES	EDGAR	B	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
AGUIRRE	ELIZABETH	B	Specialist, Community Schools	ETHEL PHILLIPS ELEMENTARY	8/13/2024	6/30/2025	REEMPLOY PROB 8/13/24
ALSTON	LESLIE	B	Teacher, ROTC	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
AMARO	ALYSSA	B	Teacher, Elementary	SEQUOIA ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ARENDT	BRANDI	B	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
AZEVEDO	ERIC	0	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BRANGACCIO	MARLA	B	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BREMMER	AMBER	B	Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BRODERICK	ROSEMARY	B	Teacher, Middle School	MIWOK MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BROWN	KEVIN	0	Teacher, Resource, Special Ed.	CAMELLIA BASIC ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BROWN	KEVIN	0	Teacher, Resource, Special Ed.	TAHOE ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
BURNS	KATHERINE	B	Specialist, Community Schools	JOHN H. STILL - K-8	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
CAO	TRI	0	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
CHAVEZ	KARINA	B	Teacher, Elementary	ETHEL PHILLIPS ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
CHUI	SONNY	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
COLMENARES	NARALY	0	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
CORMANE	IRENE	0	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
CUSHSHON	LAKISHA	0	Teacher, Elementary	TAHOE ELEMENTARY SCHOOL	8/13/2024	8/18/2024	EMPLOY PROB 8/13/24
DIAZ	CARLOS	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
DULAI	DAMANDEEP	B	Teacher, Resource, Special Ed.	ELDER CREEK ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ELIAS-BERG	VERA	0	Teacher, K-8	LEONARDO da VINCI ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ELLIOTT-FARROW	MATILDA	B	Teacher, Elementary	MUSIC SECTION	8/20/2024	6/30/2025	EMPLOY PROB 8/20/24
ESCOBAR	ALISON	B	Teacher, Elementary	HUBERT H BANCROFT ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
FLORES	NOAH	0	Teacher, High School	GEO WASHINGTON CARVER	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
FLORES	NOAH	0	Teacher, Traveling Music	MUSIC SECTION	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
FRY	DANNY	0	Teacher, Elementary Spec Subj	NEW JOSEPH BONNHEIM	8/19/2024	6/30/2025	EMPLOY PROB 8/13/24
GAINES	MONTEA	0	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
GAINES	SHAYLA	B	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
GEORGE	TERRI	B	School Psychologist	SPECIAL EDUCATION DEPARTMENT	8/12/2024	6/30/2025	EMPLOY PROB 8/12/24
GEURIN	LISA	A	Librarian, Middle School	SAM BRANNAN MIDDLE SCHOOL	8/5/2024	6/30/2025	REEMPLOY PERM 8/5/24
GHIORSO	ELIZABETH	A	Librarian, Middle School	A. M. WINN - K-8	8/5/2024	6/30/2025	REEMPLOY PERM 8/5/24
GHIORSO	ELIZABETH	A	Librarian, Middle School	ALICE BIRNEY WALDORF - K-8	8/5/2024	6/30/2025	REEMPLOY PERM 8/5/24
GIORDANO	LISA-MARIE	0	Teacher, Elementary	A. M. WINN - K-8	8/13/2024	6/30/2025	REEMPLOY PERM 8/13/24
GLASS	JILL	0	Teacher, Resource, Special Ed.	C. K. McCLATCHY HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
HARRIS	KATHERINE	0	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
HARRIS	LUKE	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
HEETLAND	ALEX	B	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
HELM	MAUREEN	B	Teacher, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	8/16/2024	6/30/2025	EMPLOY PROB 8/16/24
HERNANDEZ	MARTIN	0	Teacher, Elementary	HUBERT H BANCROFT ELEMENTARY	8/14/2024	6/30/2025	EMPLOY PROB 8/14/24
HUANG	EVA	B	School Nurse	HEALTH SERVICES	8/9/2024	6/30/2025	EMPLOY PROB 8/9/24
JAIME JR	ROGELIO	B	Assistant Principal, High Sch	JOHN F. KENNEDY HIGH SCHOOL	7/25/2024	6/30/2025	EMPLOY PROB 7/25/24
JETT	RODERICK	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
JUAREZ-PISI	ESTELLA	B	School Nurse	HEALTH SERVICES	8/9/2024	6/30/2025	EMPLOY PROB 8/9/24
KAUR	JASPREET	0	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
KEVIN	TERRY	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/16/2024	6/30/2025	EMPLOY PROB 8/16/24
KINNICK	ADELHEID	0	Teacher, Elementary	TAHOE ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
KITCHEN	LAURA	B	Teacher, Elementary (TK)	SUSAN B. ANTHONY ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
KIZER	MELONY	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
LABBE	CHRISTAL	B	School Nurse	HEALTH SERVICES	8/9/2024	6/30/2025	EMPLOY PROB 8/9/24
LEYVA	TERESA	F	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
LINDEN	JHOHANIE	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
LOBATO	TRACI	B	Teacher, Elementary	ETHEL I. BAKER ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
MAES	ELIJAH	B	Teacher, High School	ROSEMONT HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
MCCOLL	JAMIE	0	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
MOPIA	ROSENIE	B	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/13/24
MORENO	JONATHAN	B	Teacher, Elementary Spec Subj	HUBERT H BANCROFT ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
MORENO	SELENE	B	Counselor, High School	C. K. McCLATCHY HIGH SCHOOL	8/7/2024	6/30/2025	EMPLOY PROB 8/13/24
NELSON	JOANNA	B	Teacher, Resource	TAHOE ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/13/24
NGO	THIANNA	0	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
O'BRIEN	HAYLEY	B	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
OLDHAM	ROBERT	B	Teacher, Resource, Special Ed.	HUBERT H BANCROFT ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
OLDHAM	ROBERT	B	Teacher, Resource, Special Ed.	SEQUOIA ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
OLSON	KRISTIAN	B	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ORONA	MIGUEL	B	Teacher, Middle School	UMOJA INTERNATIONAL ACADEMY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
PAGLIASSOTTO	ANTHONY	0	Teacher, Elementary	HOLLYWOOD PARK ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
PENA	KAREN	B	Teacher, High School	HEALTH PROFESSIONS HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
PEREZ	ELLIOTT	B	Teacher, Resource, Elementary	WOODBINE ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
PHILLIPS	LAURA	B	Coord I Learning Support Svcs	FERN BACON MIDDLE SCHOOL	7/29/2024	6/30/2025	EMPLOY PROB 7/29/24
PILGRIM	CARLEY	B	Teacher, Spec Ed	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
POPE	CHEYENNE	B	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
QUILLICI	MARIA	B	Teacher, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
RICHARDSON	DEMOND	B	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
RIVARD	ADAM	B	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
RIVERA	CYNTHIA	B	Teacher, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
SANCHEZ	LEANA	A	Specialist, Community Schools	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	REEMPL 39MO RR 8/13/24
SCHOEN	MIYOUNG	B	Teacher, Resource, Special Ed.	LEONARDO da VINCI ELEMENTARY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
STOCKS	COLLEEN	B	Specialist, Community Schools	FERN BACON MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
THOMAS-HILL	FELICIA	B	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	8/13/2024	6/30/2025	REEMPLOY PROB 8/13/24
TITUS	JASMINE	0	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
TONEY	CHRISTINA	B	Teacher, Spec Ed	JOHN MORSE THERAPEUTIC	8/19/2024	6/30/2025	REEMPL PROB 1 8/19/24
TORRES	CELINA	0	Teacher, Resource, Special Ed.	AMERICAN LEGION HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
TRUJILLO	ZULEYMA	0	Teacher, Elementary	BG CHACON ACADEMY	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
TSE	JESSICA	B	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
VAN SCHOICK	VANESSA	B	Teacher, Resource, Special Ed.	EDWARD KEMBLE ELEMENTARY	8/21/2024	6/30/2025	EMPLOY PROB1 8/21/24
VAN SCHOICK	VANESSA	B	Teacher, Resource, Special Ed.	WOODBINE ELEMENTARY SCHOOL	8/21/2024	6/30/2025	EMPLOY PROB1 8/21/24
VUE	CHANG	B	Counselor, High School	ROSEMONT HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
WADE	MADELINE	0	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
WALLACE	MISSY	B	Teacher, Spec Ed	ENGINEERING AND SCIENCES HS	8/13/2024	8/18/2024	REEMPL PROB 1 8/13/24
WATSON	SEAN	B	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	8/14/2024	6/30/2025	REEMPLOY PROB 8/14/24
WEBER	DAVID	B	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
WRIGHT	CAMERON		Teacher, High School	WEST CAMPUS	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24
ZACCARO	KENNETH	0	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	EMPLOY PROB 8/13/24

**LEAVES**

ALVARADO	LISSA	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	8/8/2024	11/7/2024	LOA (PD) FMLA / CFRA 8/8-11/7/24
ASBERRY	PATRICK	0	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	8/5/2024	6/30/2025	LOA RTN ADMIN 8/5/24
ATIENZA	TESSA	A	Teacher, Elementary	JOHN D SLOAT BASIC ELEMENTARY	7/1/2024	6/30/2025	LOA (UNPD) 7/1/24-6/30/25
BRINKLEY	SHANNON	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	9/1/2024	6/30/2025	LOA (UNPD) 9/1-6/30/25
CARSON	ANGELLE	B	Coord. Child Devl Programs	EARLY LEARNING & CARE PROGRAMS	7/1/2024	6/30/2025	LOA (PD) FMLA / CFRA 8/1/24-8/1/25
CASILLAS	KATHERINE	B	Teacher, Elementary	FATHER K.B. KENNY - K-8	7/28/2024	6/30/2025	LOA (UNPD) 7/28/24-7/28/25
CHRISTIAN	ASHLEY	A	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	8/19/2024	11/8/2024	LOA (PD) FMLA / CFRA 8/19-11/8/24
CHRISTIAN	ASHLEY	A	Teacher, Elementary	DAVID LUBIN ELEMENTARY SCHOOL	8/14/2024	8/18/2024	LOA EXT (PD) FMLA / CFRA 8/14-8/18/24
CORTEZ	CARA	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	8/19/2024	11/4/2024	LOA (PD) 8/19-11/4/24
EDWARDS	BRIENNA	C	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	6/15/2024	6/30/2024	LOA EXT (PD) 6/15-6/30/24
EDWARDS	BRIENNA	C	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2024	6/30/2025	LOA RTN (PD) 7/1/24
FIGUEROA	VANESSA	0	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	8/19/2024	6/13/2025	LOA (UNPD) 8/19-6/13/25
FOUCHARD	SHANNON	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	8/14/2024	12/1/2024	LOA (PD) FMLA / CFRA 8/14-12/1/24
HARRIS	KAYLA	A	Teacher, Middle School	FERN BACON MIDDLE SCHOOL	9/9/2024	10/26/2024	LOA (PD) 9/9-10/26/24
JOHNSON KELLER	MARISSA	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	9/1/2024	1/1/2025	LOA (PD) 9/1-1/1/25
LANGE-SANCHEZ	HECTOR	A	Teacher, Traveling Music	MUSIC SECTION	8/1/2024	6/30/2025	LOA (UNPD) ADMIN 8/1/24
LECLAIRE	NICHOLAS	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	8/19/2024	9/6/2024	LOA (PD) FMLA / CFRA 8/19-9/6/24
LOPEZ	MABETH	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	7/1/2024	8/18/2024	LOA EXT (PD) 6/11/24-8/18/24
LOPEZ	MABETH	A	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	8/19/2024	11/12/2024	LOA (PD) FMLA / CFRA 8/19/24-11/12/24
MARTIN	MARIO	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	6/29/2024	6/30/2024	LOA EXT (PD) FMLA / CFRA 6/29-7/31/24
MARTIN	MARIO	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	7/1/2024	7/31/2024	LOA EXT (PD) FMLA / CFRA 6/29-7/31/24
MARTIN	MARIO	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	8/1/2024	6/30/2025	LOA RTN (PD) 8/1/24
MOSELY	KRISTAL	A	Teacher, Elementary	HOLLYWOOD PARK ELEMENTARY	8/14/2024	10/12/2024	LOA (PD) 8/14-10/12/24
MUSCA	SEANNE	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	6/17/2024	6/30/2024	LOA RTN (PD) FMLA / CFRA 6/17/24
OCAMPO-AGUILAR	RAQUEL	A	Counselor, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/5/2024	10/25/2024	LOA (PD) FMLA/CFRA/BB 8/5-10/25/24
PERRY	DIANA	A	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	6/15/2024	6/30/2024	LOA RTN 6/15/24
SETHI	VEENA		Teacher, Spec Ed	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	LOA UNPD/ ADMIN EFF.7/1/24
SMITH	ANDREW	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	8/13/2024	10/11/2024	LOA (PD) FMLA / CFRA 8/12-10/11/24
SMITH	ANDREW	A	Program Specialist, Special Ed	SPECIAL EDUCATION DEPARTMENT	10/12/2024	6/30/2025	LOA (PD) FMLA / CFRA 10/12-6/30/25
VANG	BAO	A	Teacher, Elementary	ELDER CREEK ELEMENTARY SCHOOL	8/11/2024	10/20/2024	LOA (PD) 8/19-10/20/24
YANG	MOUA	A	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	8/10/2024	8/30/2024	LOA (PD) 8/10-8/30/24
YANG	MARIA	B	Teacher, Child Development	EARLY LEARNING & CARE PROGRAMS	8/5/2024	6/30/2025	LOA RTN 8/5/24
YASIN	SHAHIR	A	Teacher, Resource, Special Ed.	JOHN F. KENNEDY HIGH SCHOOL	8/15/2024	6/30/2025	LOA (PD) ADMIN 8/15/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>RE-ASSIGN/STATUS CHANGE</b>							
ALLEN	DAVID	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
AYALA	REBECCA	A	Teacher, Resource, Special Ed.	BG CHACON ACADEMY	7/1/2024	6/30/2025	STCHG 7/1/24
BARBONE	BRITTANY	A	Specialist, Community Schools	JOHN D SLOAT BASIC ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
BOAKYE-DONKOR	TONEIYA	A	Specialist, Community Schools	JOHN BIDWELL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
BRAGG	RICKY	A	Teacher, Spec Ed	FERN BACON MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
BROWN	HADI	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
BURDOCK	BRIGID	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CALHOON	ASHLEY	A	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CALVIN	CARRISSAH	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2024	6/30/2025	STCHG 7/1/24
CARON-GRAHAM	NICOLETTE	A	Teacher, Spec Ed	H.W. HARKNESS ELEMENTARY	8/19/2024	6/30/2025	STCHG 7/1/24
CASTRO JR	DANILO	C	Teacher, Resource, Special Ed.	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CENTENO	JORLINIS	A	Teacher, High School	CAPITAL CITY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CHABRIEL-AMARA	JENNIFER	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CHRISTIANSEN	RORY	B	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA /STCHG 7/1/24
CLARIDAD	MELISA	B	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA /STCHG 7/1/24
CLINTON	TODD	A	Teacher, Resource, Special Ed.	LEONARDO da VINCI ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
COOK	ANGELA	A	Teacher, Resource, Special Ed.	UMOJA INTERNATIONAL ACADEMY	7/1/2024	6/30/2025	REA 7/1/24
CORNELL	RENEE	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
CRAWFORD	BRIAN	A	Teacher, Elementary Spec Subj	O. W. ERLEWINE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
CROSE	CAMREN	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
DAZZI	KATHLEEN	B	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA 7/1/24
DENNIS	MAYA	B	Counselor, Middle School	UMOJA INTERNATIONAL ACADEMY	7/1/2024	6/30/2025	STCHG 7/1/24
DI SANTIS	STACI	A	Teacher, Resource, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
DIAZ	MARIELA	A	Teacher, Elementary Spec Subj	WASHINGTON ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
DOWNING	LISA	A	Teacher, Spec Ed	SEQUOIA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
DURBROW	PAUL	B	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	8/13/2024	6/30/2025	REA 8/13/2024
ESELEKHOMHEN	KIM	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
FERRAZ	LUIZ-FELIPE	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2024	6/30/2025	STCHG 7/1/24
FLETCHER	SELICIA	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	STCHG 7/1/24
FREDERICK BROWN	HEATHER	C	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
GALARZA	MARIA	A	Specialist, Community Schools	EDWARD KEMBLE ELEMENTARY	7/1/2024	6/30/2025	REA 7/1/24
GRAHAM	RANDAL	C	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	STCHG 7/1/24
GRAVES	NICOLE	A	Specialist, Community Schools	PARKWAY ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HALL	DOMINIQUE	A	Teacher, Middle School	UMOJA INTERNATIONAL ACADEMY	7/1/2024	6/30/2025	STCHG 7/1/24
HENDRIX IV-MCCOWAN	SAMUEL	A	Counselor, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HERNANDEZ	ELIZABETH	A	Teacher, Traveling Music	ROSA PARKS MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HETLAND	MICHELE	A	Teacher, Elementary	SUY-U ELEMENTARY	7/1/2024	6/30/2025	REA 7/1/24
ICARRO	REBECCA	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
JARA	KARLA	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
JERWERS	CARLA	A	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	STCHG 7/1/24
JOHNSON	LISA	A	Teacher, Resource, Special Ed.	FERN BACON MIDDLE SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
KACHAGIN	ANNA	R	Teacher, Elementary	JOHN H. STILL - K-8	7/1/2024	6/30/2025	REA 7/1/24
KESSLER	NATALIE	C	Counselor, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
KHAM-AVONE	PHONVILAY	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
KOMAROVA	IRINA	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
KORTOKRAX	SUSAN	C	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	8/19/2024	6/30/2025	STCHG 7/1/24
KRAMER	ROBIN	A	Lang. Speech & Hearing Speclst	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	STCHG 7/1/24
LANGE-SANCHEZ	HECTOR	A	Teacher, Traveling Music	MUSIC SECTION	7/1/2024	7/31/2024	STCHG 7/1/24
LEE	SOO	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
LO	ANGELA	A	Teacher, High School	WEST CAMPUS	7/1/2024	6/30/2025	STCHG 7/1/24
LOPEZ	MIGUEL	A	Counselor, High School	ENGINEERING AND SCIENCES HS	7/1/2024	6/30/2025	STCHG 7/1/24
MARCULESCU	JEFFREY	C	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA 7/1/24
MARTINEZ	JUAN	A	Specialist, Community Schools	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
MCKINNON	ARCOLAR	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
MESTIDIO	ANNA MARIE	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
MOLINA	MEGAN	A	Specialist, Community Schools	ROSA PARKS MIDDLE SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
MONTEZ	AMY	A	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
MOYER	MICHAEL	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
NISHIMURA TANAKA	JUDY	A	Teacher, Resource, Elementary	MARTIN L. KING JR ELEMENTARY	7/1/2024	6/30/2025	REA 7/1/24
OTTERSON	DIANA	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
PAGE	SONIA	A	Teacher, High School	ENGINEERING AND SCIENCES HS	7/1/2024	6/30/2025	STCHG 7/1/24
PARILO	JOHN	C	Teacher, Elementary Spec Subj	ETHEL I. BAKER ELEMENTARY	8/3/2024	6/30/2025	STCHG 7/1/24
PARILO	JOHN	C	Teacher, Elementary Spec Subj	ETHEL PHILLIPS ELEMENTARY	8/3/2024	6/30/2025	STCHG 7/1/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
PECK	BRIAN	A	Specialist, Community Schools	WOODBINE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
PENA	JURI	B	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA / STCHG 7/1/24
PEREZ	HERSON	A	Teacher, High School	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
PERRA	AMANDA	C	Teacher, Resource, Special Ed.	MIWOK MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
QUTAMI	LINDA	A	Teacher, Resource, Special Ed.	ABRAHAM LINCOLN ELEMENTARY	8/19/2024	6/30/2025	REA 8/19/24
RASUL	MARIA ELENA	A	Teacher, High School, Contin.	AMERICAN LEGION HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
REED	KEVIN	C	Teacher, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
RICHARDS	ERIC	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
RICHINA	LINDSAY	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
ROBERSON	CRYSTAL	C	School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	REA / STCHG 7/1/24
ROBERSON	ANDREW	A	Teacher, Middle School	ALBERT EINSTEIN MIDDLE SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
ROBERSON	BRUCE	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	STCHG 7/1/24
RODRIGUEZ	KIMBERLY	A	Specialist, Community Schools	CESAR CHAVEZ INTERMEDIATE	7/1/2024	6/30/2025	REA 7/1/24
RODRIGUEZ	SYLVIA	A	Teacher, Elementary	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2024	6/30/2025	REA 7/1/24
RUUD KUHLMAN	PAULA	A	Lead School Nurse	HEALTH SERVICES	7/1/2024	6/30/2025	STCHG 7/1/24
SAMMIS	MICHAEL	A	Teacher, High School	WEST CAMPUS	7/1/2024	6/30/2025	STCHG 7/1/24
SANCHEZ	DAVID	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SAUNDERS	MICHELLE	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SCRIVNER	NICHOLE	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SLYE	CHARLES	A	Teacher, Spec Ed	CAROLINE WENZEL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SMITH	JUSTIN	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SMITH	KARLA	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SMITH	KRISTIN	C	Teacher, Elementary	JAMES W MARSHALL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SPARKS	JENNIFER	A	Specialist, Community Schools	ETHEL I. BAKER ELEMENTARY	7/1/2024	6/30/2025	REA 7/1/24
SPERRY	SHANNA	A	Teacher, Spec Ed	CALIFORNIA MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SULLIVAN	MIKAELA	B	Teacher, Child Development	EARLY LEARNING & CARE PROGRAMS	8/19/2024	6/30/2025	REA / STCHG 8/19/24
SWEETEN	HALEY	A	Teacher, Elementary	MUSIC SECTION	8/14/2024	6/30/2025	REA / STCHG 7/1/24
SWEETEN	HALEY	A	Teacher, Resource	NICHOLAS ELEMENTARY SCHOOL	7/1/2024	8/13/2024	REA / STCHG 7/1/24
SWEETEN	HALEY	A	Teacher, Resource	NICHOLAS ELEMENTARY SCHOOL	8/14/2024	6/30/2025	REA / STCHG 7/1/24
TELLEZ	MAYRA	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
TOONEY-JAMES	BRANDON	0	Teacher, Elementary Spec Subj	JOHN BIDWELL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
TURNER	VALERIE	B	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	8/19/2024	6/30/2025	STCHG / REA 8/19/24
TURNER	VALERIE	B	Teacher, Resource, Special Ed.	ENGINEERING AND SCIENCES HS	8/19/2024	6/30/2025	STCHG / REA 8/19/24
TURNER	WILLIAM	C	Teacher, Elementary Spec Subj	PARKWAY ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
VALLESCAS	MERLITA	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	REA 7/1/24
VIERRA	AMBER	A	Counselor, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
VINCENT	ROSELINE	A	Teacher, Spec Ed	MARTIN L. KING JR ELEMENTARY	8/19/2024	6/30/2025	STCHG 8/19/2024
VUE	CHANG	B	Counselor, High School	ROSEMONT HIGH SCHOOL	8/13/2024	6/30/2025	REA 8/13/24
WONG	TALYN	B	Teacher, Traveling Music	MUSIC SECTION	8/13/2024	6/30/2025	STCHG 8/13/24
ZIMMERMAN	JEFFREY	B	Assistant Principal, Elem Sch	PACIFIC ELEMENTARY SCHOOL	8/7/2024	6/30/2025	REA / STCHG 8/7/24

**SEPARATE / RESIGN / RETIRE**

CRAFT	SARAH	0	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	7/24/2024	SEP / RESIGN 7/24/24
DELORME	LAYNE	C	Counselor, High School	WEST CAMPUS	7/1/2024	7/2/2024	SEP / RESIGN 7/2/24
DOUGLAS	TIMOTHY	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	8/12/2024	SEP / RETIRE 8/12/24
FABIAN	SUSAN	C	Teacher, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	5/21/2024	6/30/2024	SEP / RESIGN 6/30/24
FOLEY	ROWAN		School Psychologist	SPECIAL EDUCATION DEPARTMENT	8/16/2023	6/30/2024	SEP / RESIGN 6/21/24
HALBROOK	JENNIFER	B	Teacher, Resource, Special Ed.	DAVID LUBIN ELEMENTARY SCHOOL	7/1/2024	7/23/2024	SEP / RESIGN 7/23/24
HOLZHAUSER II	JOHN	0	Teacher, Spec Ed	FATHER K.B. KENNY - K-8	7/1/2024	7/22/2024	SEP / RESIGN 7/22/24
INDRELAND	DAVID	Q	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	7/1/2024	8/23/2024	SEP / RETIRE 8/23/24
KATZ	ERICA	B	Teacher, Elementary Spec Subj	WASHINGTON ELEMENTARY SCHOOL	7/1/2024	8/13/2024	SEP / RETIRE 8/23/24
KINNICK	ADELHEID	A	Instructional Aide (TK)	THEODORE JUDAH ELEMENTARY	7/1/2024	8/12/2024	SEP / RESIGN 8/12/24
KITCHEN	LAURA	B	Instructional Aide (TK)	ELDER CREEK ELEMENTARY SCHOOL	7/1/2024	8/12/2024	SEP / RESIGN 8/12/24
PERRY	DIANA	A	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2024	8/9/2024	SEP / RESIGN 8/9/24
SEGURA	DAIANA	C	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	3/4/2024	6/15/2024	SEP / TERM 6/15/24
SIGARS	MELISSA	B	Director III, Child Developmnt	EARLY LEARNING & CARE PROGRAMS	7/1/2024	8/9/2024	SEP / RESIGN 8/9/24
SINGLEY	GLENN	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	7/31/2024	SEP / TERM 7/31/24
SWANSON	JACINA	B	Teacher, High School	ENGINEERING AND SCIENCES HS	8/20/2024	8/23/2024	SEP / RESIGN 8/23/24
VIGGIANO	LINDA	A	Teacher, Spec Ed	JOHN D SLOAT BASIC ELEMENTARY	7/1/2023	6/14/2024	SEP / RETIRE 6/14/24
VOLOSHIN	DMITRIY	B	Teacher, Middle School	CALIFORNIA MIDDLE SCHOOL	9/6/2023	6/30/2024	SEP / TERM 6/30/24
WADE	MADELINE	B	Instructional Aide (TK)	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2024	8/12/2024	SEP / RESIGN 8/12/24

**TRANSFER**

ARELLANO	ALEJANDRA	A	Teacher, Elementary	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
ARISTEO	ANA	A	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	7/1/2024	6/30/2025	TR 7/1/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
BRINDLEY	JOHN	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
BRINKLEY	STACEY	A	Teacher, Spec Ed	GOLDEN EMPIRE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
BROWN	ZACHARY	A	Teacher, Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
BROWN	JOSHUA	A	Teacher, Resource, High School	AMERICAN LEGION HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
BUSH	DANTE	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
CARR	VICTORIA	A	Teacher, Elementary	MARTIN L. KING JR ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
CROWN	JENNIFER	A	Teacher, Spec Ed	JAMES W MARSHALL ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
CUSHSHON	LAKISHA	0	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	8/19/2024	6/30/2025	TR 8/19/24
DAYTON	DAVID	A	Librarian, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
DIAZ	HILLARY	A	Librarian, High School	WEST CAMPUS	7/1/2024	6/30/2025	TR 7/1/24
ECCLES	JESSICA	A	Teacher, Elementary (TK)	O. W. ERLEWINE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
FLOREZ	JULIE	A	Teacher, Elementary	PARKWAY ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
FOUCHARD	SHANNON	A	Teacher, Middle School	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	8/13/2024	TR 7/1/24
HANKINS	JASON	0	Teacher, Elementary	FATHER K.B. KENNY - K-8	7/1/2024	6/30/2025	TR 7/1/24
HERNANDEZ	JOSE	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
HICKS	JERRY	A	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
HOPLEY	JAMES	A	Teacher, Resource, Special Ed.	JOHN F. KENNEDY HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
HUNT	MONICA	A	Teacher, K-8	ROSA PARKS MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
JACKMAN	OWEN	A	Teacher, Spec Ed	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
JOHNSON	RANDY	A	Teacher, High School	GEO WASHINGTON CARVER	7/1/2024	6/30/2025	TR 7/1/24
KOCH	GREGORY	A	Teacher, Elementary Spec Subj	GOLDEN EMPIRE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
LIGI	ANDORA	A	Teacher, Elementary	MATSUYAMA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
LLADOC	MA JUDITH	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
MARTINE	ROBERT	A	Behav Intrvn SP Spec Ed Dept	SPECIAL EDUCATION DEPARTMENT	7/1/2024	6/30/2025	TR 7/1/24
MATTHEI	CHRISTOPHER	A	Teacher, Middle School	SAM BRANNAN MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
MEEK	ADAM	A	Teacher, Resource, Special Ed.	GEO WASHINGTON CARVER	7/1/2024	6/30/2025	TR 7/1/24
MELCHOR	GEOFFREY	A	Librarian, Middle School	FERN BACON MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
MOZ	ISAMAR	Q	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/13/2024	6/30/2025	TR 8/13/24
O'SULLIVAN	JUDITH	A	Counselor, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
PALMER	MARY	A	Teacher, K-8	GENEVIEVE DIDION ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
PARILO	JOHN	0	Teacher, Elementary Spec Subj	ETHEL I. BAKER ELEMENTARY	7/1/2024	8/2/2024	TR 7/1/24
PARILO	JOHN	0	Teacher, Elementary Spec Subj	ETHEL PHILLIPS ELEMENTARY	7/1/2024	8/2/2024	TR 7/1/24
PELLEGGRI	LILIA	C	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
PEREZ	DAISY	C	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
PERKINS	DEREK	A	Teacher, High School	HIRAM W. JOHNSON HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
PHAM	VU	A	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
RAI	TAJINDER	A	Teacher, Elementary	JOHN CABRILLO ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
ROBERTO	PHILIP	A	Teacher, High School	WEST CAMPUS	7/1/2024	6/30/2025	TR 7/1/24
ROBINSON	JOSALYN	A	Teacher, Elementary	MUSIC SECTION	8/14/2024	6/30/2025	TR 8/14/24
ROOME	JOSHUA	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
SABINI	KEITH	A	Teacher, High School	SAC NEW TECH EARLY COLLEGE HS	7/1/2024	6/30/2025	TR 7/1/24
SAECHAO	MELANIE	A	Teacher, Elementary	O. W. ERLEWINE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
SALAZAR	VANESSA	Q	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
SMITH	MARIA	A	Teacher, Resource, Special Ed.	A. M. WINN - K-8	7/1/2024	6/30/2025	TR 7/1/24
STEINBERG	STEPHEN	A	Teacher, High School	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
URNER	MATTHEW	A	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
VANG	XALEE	C	Teacher, Elementary Spec Subj	JOHN D SLOAT BASIC ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
VREELAND	VICTORIA	0	Teacher, Elementary	CROCKER/RIVERSIDE ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
WALKER	JENNIFER	A	Teacher, Resource, Special Ed.	THE MET	7/1/2024	6/30/2025	TR 7/1/24
WALLACE	MISSY	B	Teacher, Resource, Special Ed.	JOHN F. KENNEDY HIGH SCHOOL	8/19/2024	6/30/2025	TR 8/19/24
WOODWARD	ANDREW	A	Teacher, High School	ENGINEERING AND SCIENCES HS	7/1/2024	6/30/2025	TR 7/1/24
XIONG	KELLY	A	Teacher, Elementary	EARL WARREN ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
XIONG	VICKIE	C	Teacher, Elementary	EDWARD KEMBLE ELEMENTARY	8/16/2024	6/30/2025	TR 8/16/24
XIONG	VICKIE	C	Teacher, Elementary	JOHN BIDWELL ELEMENTARY	7/1/2024	8/15/2024	TR 7/1/24
YATES	GRACE	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
YOUNG	DAVID	A	Teacher, Resource, Special Ed.	SAC NEW TECH EARLY COLLEGE HS	8/6/2024	6/30/2025	TR 8/6/24
YUNG	ERIC	A	Teacher, Resource, Special Ed.	GENEVIEVE DIDION ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
YUNG	ERIC	A	Teacher, Resource, Special Ed.	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24
ZEPEDA	ANGELICA	0	Teacher, Elementary	HUBERT H BANCROFT ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24

Attachment 2: CLASSIFIED 9/5/2024

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
<b>EMPLOY/ REEMPLOY</b>							
AGUILAR	REINA	B	Noon Duty	TAHOE ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
ALEXANDER	MELISSA	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	EMPLOY PROB 8/15/24
ALGER	SABRINA	B	Inst Aide Child Dev	EARLY LEARNING & CARE PROGRAMS	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
ARNOLD	TIKI	B	Campus Monitor	FERN BACON MIDDLE SCHOOL	8/23/2024	6/30/2025	EMPLOY PROB 8/23/24
ARSHAD	MOHAMMAD	B	Teacher Assistant, Bilingual	PACIFIC ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
BERMUDEZ	JESSICA	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	8/22/2024	6/30/2025	EMPLOY PROB 8/22/24
BLUMBERG	VICTORIA	B	Inst Aid, Spec Ed	HUBERT H BANCROFT ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
BONTON	LEAH	A	Walking Attendant	MARK TWAIN ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
BROWN	ELIZABETH	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
BURSMITH	ROBERT	B	Custodian	PHOEBE A HEARST BASIC ELEM.	8/12/2024	6/30/2025	EMPLOY PROB 8/12/24
CALIXTO-CHAVEZ	ROGELIO	B	Inst Aid, Spec Ed	EARL WARREN ELEMENTARY SCHOOL	8/26/2024	6/30/2025	EMPLOY PROB 8/26/24
CANTU	LILIANA	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	EMPLOY PROB 8/15/24
CANTY	ANDRENECIA	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	5/31/2025	EMPLOY PROB 8/19/24
CHAVEZ CASTILLO	MAGALY	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
CONTRERAS HERRERA	ROSA	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
COX	SARAH	B	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
DENMAN	KENYA	B	Speech-Lang Pathology Asst	SPECIAL EDUCATION DEPARTMENT	8/19/2024	6/30/2025	REEMPLOY PROB 8/19/24
FONG	YI SAM	A	Noon Duty	ELDER CREEK ELEMENTARY SCHOOL	7/1/2024	6/30/2025	EMPLOY PROB 7/1/24
FRANCO	LUZ	B	Custodian	SAM BRANNAN MIDDLE SCHOOL	8/26/2024	6/30/2025	REEMPLOY PROB 1 8/26/24
GALVAN HERNANDEZ	NOEGMIGDALIA	B	Inst Aid, Spec Ed	MARK TWAIN ELEMENTARY SCHOOL	8/23/2024	6/30/2025	EMPLOY PROB 8/23/24
GUAN	XIAOHONG	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
HARDY	RYAN	B	Youth Services Pgm Associate	YOUTH DEVELOPMENT	7/29/2024	6/30/2025	EMPLOY PROB 7/29/24
HAYNES JR.	JONATHON	B	Noon Duty	ROSA PARKS MIDDLE SCHOOL	8/26/2024	6/30/2025	EMPLOY PROB 8/26/24
HOUGHTON II	HEATH	B	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	8/22/2024	6/30/2025	EMPLOY PROB 8/22/24
JACOBI	SARAH	B	Instructional Aide	WILLIAM LAND ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
KNOWDELL	NANCY	B	Inst Aid, Spec Ed	CALIFORNIA MIDDLE SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
LEE	JOANNE	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	8/18/2024	EMPLOY PROB 5/22/24
MARTINEZ	MIGUEL	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	EMPLOY PROB 8/15/24
MIRANDA VALENZUELA	VALERIA	B	Inst Aid, Spec Ed	FERN BACON MIDDLE SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
NOORZAD	ABDUL MUJEEB	B	Clerk II	WEST CAMPUS	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
ORTEGA	ISAAC	B	Security Officer	SECURITY SERVICES	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
PACHECO	DESTINY	B	Inst Aid, Spec Ed	CESAR CHAVEZ INTERMEDIATE	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
REYES	OCTAVIAN	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
RIPOYLA	CYNTHIA	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	EMPLOY PROB 8/15/24
ROWDEN JR	RONALD	B	Campus Monitor	LEONARDO da VINCI ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SAETEURN	SHARON	B	Inst Aid, Spec Ed	EARL WARREN ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SANCHEZ	STEPHANIE	B	Instructional Aide	WILLIAM LAND ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SANCHEZ NARANJO	GISSELLE	B	Teacher Assistant, Bilingual	MARK TWAIN ELEMENTARY SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SANTANA DE FISHER	ROSA	B	Noon Duty	EDWARD KEMBLE ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SMITH	STACY	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
SMITH	AMANDA	B	Adult Ed Customer Rel Clk	CHARLES A. JONES CAREER & ED	7/23/2024	6/30/2025	EMPLOY PROB 7/23/24
TACKETT	MALAKAI	B	Custodian	EDWARD KEMBLE ELEMENTARY	7/29/2024	6/30/2025	EMPLOY PROB 7/29/24
TAKHAR	AMANDEEP	A	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
THORNTON	JACQUENETTE	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	EMPLOY PROB 8/15/24
TODIRAS	RAYNA	B	School Office Manager I	CROCKER/RIVERSIDE ELEMENTARY	8/12/2024	6/30/2025	EMPLOY PROB 8/12/24
TORRES	FRANCISCO	B	Campus Monitor	C. K. McCLATCHY HIGH SCHOOL	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
VALDEZ-JACKSON	ALISHA	B	Attendance Tech II	HIRAM W. JOHNSON HIGH SCHOOL	8/6/2024	6/30/2025	EMPLOY PROB 1 8/6/24
VANG	CHERISH	B	Inst Aide Child Dev	EARLY LEARNING & CARE PROGRAMS	8/26/2024	6/30/2025	EMPLOY PROB 8/26/24
VARGAS	JUSTINE	B	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	8/19/2024	6/30/2025	REMPLOY PROB 8/19/24
VELASQUEZ	MELISSA	B	Inst Aid, Spec Ed	WILLIAM LAND ELEMENTARY	8/19/2024	6/30/2025	EMPLOY PROB 8/19/24
VU	TU	B	Custodian	MIWOK MIDDLE SCHOOL	8/21/2024	6/30/2025	EMPLOY PROB 8/21/24
WATERS	LISA	B	Clerk II	ABRAHAM LINCOLN ELEMENTARY	8/6/2024	10/31/2024	EMPLOY PROB 8/6/24
WATTS-BOOKER	TABITHA	B	Youth/Family Mntl Hlth Adv	STUDENT SUPPORT&HEALTH SRVCS	8/26/2024	6/30/2025	EMPLOY PROB 8/26/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
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**LEAVES**

ACOSTA	RITA	A	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	8/19/2024	10/19/2024	LOA (PD) FMLA 8/19-10/19/24
AVILES	BRIANA CARINA	A	School Office Manager I	DAVID LUBIN ELEMENTARY SCHOOL	8/26/2024	9/30/2024	LOA (PD) 8/26-10/21/24
BATISTE	KEVIN	A	School Plant Ops Mngr I	PARKWAY ELEMENTARY SCHOOL	7/8/2024	8/31/2024	LOA RTN (PD) 7/8/24
DIXSON	ELESIA	B	Manager, Nutrition Program	NUTRITION SERVICES DEPARTMENT	7/20/2024	8/22/2024	LOA (PD) 7/20-8/22/24
GLUCKMAN	ELIZABETH	A	Inst Aid, Spec Ed	ROSEMONT HIGH SCHOOL	7/29/2024	9/7/2024	LOA EXT (PD) 7/29-9/7/24
KRETSCHMAN	JENNIFER	A	Director I, Attend & Engmnt	STUDENT ATTEND & ENGAGE OFFICE	6/22/2024	9/2/2024	LOA (PD) FMLA / CFRA 6/22-9/2/24
LOPEZ	TERESA	A	Noon Duty	NEW JOSEPH BONNHEIM	7/11/2024	9/1/2024	LOA (PD) FMLA/ CFRA 7/11-9/1/24
MARTINEZ	NICHOLAS	A	Warehouse Worker	DISTRIBUTION SERVICES	7/20/2024	6/30/2025	LOA RTN FMLA/ CFRA 7/20/24
MIAN	MICHELE	A	Inst Aid, Spec Ed	GENEVIEVE DIDION ELEMENTARY	8/2/2024	6/30/2025	LOA RTN (PD) 8/2/24
MONTOYA	KENNA	A	Controller-Bookkeeper HS	HIRAM W. JOHNSON HIGH SCHOOL	8/16/2024	9/27/2024	LOA (PD) 8/16-9/27/24
MORTON	ALEXANDRA	A	Teacher Asst Bil II - Spanish	A. M. WINN - K-8	8/19/2024	9/9/2024	LOA (PD) FMLA / CFRA 8/19-9/9/24
PETERSON	MATTHEW	B	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	8/23/2024	6/30/2025	LOA (PD) ADMIN 8/23/24
RIOS	MARCOS	B	Warehouse Worker	DISTRIBUTION SERVICES	8/16/2024	10/31/2024	LOA RTN (PD) ADMIN 8/16/24
STEWART	JENIFER	A	Health Services Clerk	HEALTH SERVICES	10/30/2024	12/11/2024	LOA (PD) 10/30-12/11/24
TABASI	PARINAZ	A	Bus Driver	TRANSPORTATION SERVICES	7/1/2024	6/30/2025	LOA RTN 6/30/25
THOMAS	ANGELIQUE	A	School Office Manager I	THEODORE JUDAH ELEMENTARY	6/29/2024	6/30/2024	LOA RTN (PD) FMLA / CFRA 6/29/24
TORIZ DE MEDINA	MARIA	A	Office Tchnnc II	LUTHER BURBANK HIGH SCHOOL	8/1/2024	8/31/2024	LOA EXT (PD) 8/1-8/31/24
TORIZ DE MEDINA	MARIA	A	Career Information Technician	LUTHER BURBANK HIGH SCHOOL	8/1/2024	8/31/2024	LOA EXT (PD) 8/1-8/31/24
TORRES	MATTHEW	A	Custodian	SAM BRANNAN MIDDLE SCHOOL	7/1/2024	7/28/2024	LOA RTN (PD) ADMIN 7/29/24
UNDERWOOD	VENA	A	Admin Asst, Ed-Special Ed	SPECIAL EDUCATION DEPARTMENT	8/5/2024	9/23/2024	LOA (PD) 8/5-9/23/24
VUE	MINDY	A	Assessor-Translator MOC	MATRICULATION/ORIENTATION CNTR	7/11/2024	6/30/2025	LOA (PD) 7/11-6/30/25
WEAVER	MICHELE	B	Specialist II Mental Hlth Spec	STUDENT SUPPORT&HEALTH SRVCS	8/1/2024	8/30/2024	LOA (PD) FMLA/ CFRA 8/1-8/30/24

**RE-ASSIGN/STATUS CHANGE**

ARROYO-CARRILLO	RAYNA	A	Noon Duty	ETHEL PHILLIPS ELEMENTARY	7/1/2024	2/28/2025	STCHG 7/1/24
AUGUSTA	EARLANDA	A	Inst Aid, Spec Ed	JOHN D SLOAT BASIC ELEMENTARY	8/19/2024	6/30/2025	STCHG 8/19/24
BAKER CASILLAS	CRISAN	A	Campus Monitor	ROSEMONT HIGH SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
BELTRAN CERVANTES	ANGELICA	B	Custodian	ROSEMONT HIGH SCHOOL	8/19/2024	12/31/2024	REA / STCHG 8/19/24
BONTON	LEAH	A	Noon Duty	MARK TWAIN ELEMENTARY SCHOOL	7/1/2024	10/31/2024	STCHG 7/1/24
BOYER	SARAH	B	Inst Aid, Spec Ed	CALEB GREENWOOD ELEMENTARY	7/1/2024	6/30/2025	REA / STCHG 7/1/24
BRADLEY	MELVINIA	A	Noon Duty	LEATAATA FLOYD ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
BROOKS	APRIL	A	Noon Duty	H.W. HARKNESS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
BROWN	MICHELE		Noon Duty	GENEVIEVE DIDION ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
BRUMMETT	BRUCE	A	Noon Duty	H.W. HARKNESS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
CALDERON-HUEZO	LUIS	B	Noon Duty	WILLIAM LAND ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
CAMPANELLA	DIANNA	A	Noon Duty	HUBERT H BANCROFT ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
CARLTON	KRISHANA	B	Fiscal Services Tech I	ACCOUNTING SERVICES DEPARTMENT	8/6/2024	6/30/2025	REA /STCHG 8/6/24
CARRILLO	SAMMY	B	Lead Payroll Tech	EMPLOYEE COMPENSATION	8/7/2024	6/30/2025	REA / STCHG 8/7/24
CHAPEL	JEFFREY	A	Noon Duty	LEATAATA FLOYD ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
CHAVEZ FONSECA	CELIA	B	Clerk I	JOHN H. STILL - K-8	8/19/2024	9/30/2024	STCHG / REA 8/19/24
COLOZZI	LEA	A	Noon Duty	CROCKER/RIVERSIDE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
COLVIN	JULIA	A	Inst Aid, Spec Ed	A. M. WINN - K-8	8/19/2024	6/30/2025	STCHG 8/19/24
CORTEZ	ELENA	A	Instructional Aide	SUCCESS ACADEMY	8/22/2024	6/30/2025	STCHG 8/22/24
CURTIN	PATRICIA	A	Inst Aid, Spec Ed	ROSEMONT HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
DAY	THERESA	A	Noon Duty	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
DEL TORO FIGUEROA	ERIKA	A	Food Service Lead, School Site	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	REA / STCHG 8/19/24
DELGADO	RUDY	A	School Plant Ops Mngr III	ROSEMONT HIGH SCHOOL	8/12/2024	1/31/2025	REA 8/12/24
DU BARD	BRENDA	B	Morning Duty	JOHN H. STILL - K-8	8/19/2024	4/30/2025	STCHG 8/19/24
DUMLAO	ROENA	B	Registrar	WEST CAMPUS	8/28/2024	1/31/2025	REA / STCHG 8/28/24
FARIAS	JESUS	A	School Plant Ops Mngr II	MIWOK MIDDLE SCHOOL	8/20/2024	6/30/2025	REA 8/20/24
FLORES-BAKES	MARLO	A	Inst Aid, Spec Ed	ROSA PARKS MIDDLE SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
FONG-PEREZ	STEVEN	B	Campus Monitor	ROSA PARKS MIDDLE SCHOOL	8/19/2024	6/30/2025	REA 8/19/24
FOX	LINDSAY	A	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	6/27/2024	6/30/2024	RTN LOA 6/27/24
FUQUA	TINA	A	Inst Aid, Spec Ed	O. W. ERLEWINE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
GALSTYAN-SMITH	NAZIK	B	Inst Aid, Spec Ed	ABRAHAM LINCOLN ELEMENTARY	8/19/2024	6/30/2025	REA/STCHG 8/19/24
GARCIA	FRANCISCO	A	Inst Aid, Spec Ed	CAROLINE WENZEL ELEMENTARY	8/19/2024	6/30/2025	STCHG 8/19/24
GARCIA	VANESSA	A	Inst Aid, Spec Ed	TAHOE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
GARCIA SILVA	ANAYELI	A	Office Tchnnc III	CURRICULUM & PROF DEVELOP	8/19/2024	3/31/2025	REA / STCHG 8/19/24
GONZALES FRED	JUANITA	A	Noon Duty	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
GONZALES FRED	JUANITA	A	Walking Attendant	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
GONZALEZ	ANNA	A	Inst Aid, Spec Ed	WOODBINE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HAENGGI	LYNDA	A	IEP Desig Inst Para-Sp Ed	ALICE BIRNEY WALDORF - K-8	8/21/2024	6/30/2025	STCHG 8/21/24
HARTLEY	TONYA	A	Morning Duty	JAMES W MARSHALL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
HAZELBAKER	KYRSTIE	B	Supervisor IV, Nutrition	NUTRITION SERVICES DEPARTMENT	8/12/2024	6/30/2025	RTN LOA 8/12/24
HENDERSON-VINCENT	CAROL	B	Campus Monitor	UMOJA INTERNATIONAL ACADEMY	8/19/2024	8/31/2024	STCHG 8/19/24
HENDERSON-VINCENT	CAROL	B	Inst Aid, Spec Ed	UMOJA INTERNATIONAL ACADEMY	8/19/2024	8/31/2024	REA / STCHG 8/19/24
HER	YER	A	Clerk II	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HETHERTON	MERCIS	B	Inst Aid, Spec Ed	HUBERT H BANCROFT ELEMENTARY	8/19/2024	6/30/2025	REA / STCHG 8/19/24
HETHERTON	MERCIS	A	Noon Duty	HUBERT H BANCROFT ELEMENTARY	7/1/2024	8/18/2024	STCHG 7/1/24
HINOJOSA ORTIZ	ANGELINA	A	Noon Duty	ELDER CREEK ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
HUFF	REVINA	A	Morning Duty	ETHEL PHILLIPS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
HUFF	REVINA	A	Noon Duty	ETHEL PHILLIPS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
IRVING	JOAN	A	Noon Duty	JOHN BIDWELL ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
JACKSON	VANESSA	A	Inst Aid, Spec Ed	SAM BRANNAN MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
JAGURDZIJA	AMELIA	A	Noon Duty	PACIFIC ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
JAIME	LORENA	B	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	8/19/2024	6/30/2025	REA 8/19/24
JENNETT	JENNIFER	A	Inst Aid, Spec Ed	JOHN CABRILLO ELEMENTARY	8/19/2024	6/30/2025	STCHG 7/1/24
LANCIEGO	ROSA	A	Morning Duty	SUTTERVILLE ELEMENTARY SCHOOL	8/19/2024	8/31/2024	STCHG 7/1/24
LANKINA	NELYA	A	Inst Aid, Spec Ed	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
LARA	NURIA	A	Child Care Attendant, Chld Dev	EARLY LEARNING & CARE PROGRAMS	7/1/2024	6/30/2025	STCHG 7/1/24
LAU	GENEVIE LEI	B	Inst Aid, Spec Ed	ALICE BIRNEY WALDORF - K-8	7/1/2024	9/30/2024	STCHG 7/1/24
LAUT	KELLY	A	Inst Aid, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
LEE	JOANNE	B	Inst Aid, Spec Ed	C. K. McCLATCHY HIGH SCHOOL	8/19/2024	5/31/2025	STCHG 8/16/24
LEE	TZER	B	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	9/30/2024	STCHG 8/15/24
LIZAOLA	ERIKA	A	Inst Aid, Spec Ed	OAK RIDGE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
LOPEZ	ELIANNA	A	Noon Duty	WOODBINE ELEMENTARY SCHOOL	7/1/2024	2/28/2025	STCHG 7/1/24
LOVRIN	DALE	A	Instructional Aide	GOLDEN EMPIRE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
LOVRIN	DALE	A	Parent Advisor	GOLDEN EMPIRE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
MANN	TINA	A	Noon Duty	H.W. HARKNESS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
MANNING II	REGINALD	A	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	6/30/2025	STCHG 8/15/24
MARK	STEPHANIE	A	Noon Duty	GENEVIEVE DIDION ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
MARSH	TARYN	A	Attendance Tech II	HEALTH PROFESSIONS HIGH SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
MARTINEZ	MARIA	A	Noon Duty	SEQUOIA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
MIAN	MICHELE	A	Inst Aid, Spec Ed	GENEVIEVE DIDION ELEMENTARY	7/1/2024	8/1/2024	STCHG 7/1/24
MILLER	ARIELLE	B	Library Media Tech Asst	SUY:U ELEMENTARY	7/1/2024	8/31/2024	STCHG 7/1/24
MIRANDA HOLGUIN	XIUL	B	Instructional Aide (TK)	LEATAATA FLOYD ELEMENTARY	8/19/2024	10/31/2024	REA / STCHG 8/19/24
MOLINA ESPINOZA	CLAUDIA	A	Noon Duty	SEQUOIA ELEMENTARY SCHOOL	7/1/2024	3/31/2025	STCHG 7/1/24
MORALES	JAZMIN		Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	8/19/2024	1/31/2025	STCHG 8/19/24
MORENO	MARGARET	A	Noon Duty	JOHN CABRILLO ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
MORRISON	MICHELLE	A	Inst Aid, Spec Ed	HUBERT H BANCROFT ELEMENTARY	8/19/2024	6/30/2025	REA / STCHG 8/19/24
MULLER	RHONDA	A	Inst Aid, Spec Ed	ALBERT EINSTEIN MIDDLE SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
NELSON	DAVID	B	Inst Aid, Spec Ed	ELDER CREEK ELEMENTARY SCHOOL	8/19/2024	5/31/2025	STCHG 8/19/24
NGUYEN	VAN	A	Inst Aid, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	8/21/2024	6/30/2025	STCHG 8/21/24
NOUR	MAHA	A	Inst Aide Child Dev	EARLY LEARNING & CARE PROGRAMS	8/15/2024	6/30/2025	REA / STCHG 8/15/24
ORTIZ	MARTY	A	Transportation Lead Mechanic	TRANSPORTATION SERVICES	8/7/2024	6/30/2025	STCHG 8/7/24
OSTAPENKO	NELLYA	A	IEP Desig Inst Para-Sp Ed	ALICE BIRNEY WALDORF - K-8	7/1/2024	6/30/2025	STCHG 7/1/24
PADILLA	ABIGAIL	B	Inst Aid, Spec Ed	EDWARD KEMBLE ELEMENTARY	8/19/2024	6/30/2025	STCHG 8/19/24
PAREJA DELGADO	MARIANELA	B	Food Service Lead, School Site	NUTRITION SERVICES DEPARTMENT	8/19/2024	6/30/2025	REA / STCHG 8/19/24
PAULY	MARTIN	B	Inst Aid, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	8/21/2024	2/28/2025	STCHG 8/21/24
PEREZ	ALEJANDRA	A	Clerk II	ETHEL I. BAKER ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
PEREZ	VANESSA-SUZETTE	A	Noon Duty	ELDER CREEK ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
PETERSON	MATTHEW	B	Inst Aid, Spec Ed	HIRAM W. JOHNSON HIGH SCHOOL	8/19/2024	8/22/2024	STCHG 8/19/24
PONCE-GONZALES	RAONNA	A	Child Care Attendant, Chld Dev	EARLY LEARNING & CARE PROGRAMS	7/1/2024	6/30/2025	STCHG 7/1/24
PORTER	JESSICA	B	Noon Duty	FATHER K.B. KENNY - K-8	7/1/2024	1/31/2025	STCHG 7/1/24
PRUNTY	NANETTE	A	Noon Duty	SUSAN B. ANTHONY ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
REDMOND	SCOTT	A	Inst Aid, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	8/22/2024	6/30/2025	STCHG 8/22/24
REED	TIFFANY	A	Parent Advisor	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	5/31/2025	STCHG 7/1/24
RIVERA VALDEMAR	ALBA	A	Parent Advisor	OAK RIDGE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24



NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
ROBLES	SILVIA	A	Van Driver	TRANSPORTATION SERVICES	7/1/2024	6/30/2025	STCHG 7/1/24
ROUX	MARY GRACE	A	Inst Aid, Spec Ed	JOHN H. STILL - K-8	8/19/2024	8/31/2024	STCHG 8/19/24
RUNNER	AVERY	A	Noon Duty	FATHER K.B. KENNY - K-8	7/1/2024	12/31/2024	STCHG 7/1/24
SAECHAO	FEUY	A	Inst Aid, Spec Ed	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SALAUN	KATHY	A	Bus Driver	TRANSPORTATION SERVICES	8/15/2024	4/30/2025	STCHG 8/15/24
SANTIAGO	MARILOU	B	Inst Aid, Spec Ed	ELDER CREEK ELEMENTARY SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
SANTOS	ANTHONY	A	Inst Aid, Spec Ed	WILL C. WOOD MIDDLE SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
SCHARNOW	ANDREA	A	Noon Duty	LEATAATA FLOYD ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SHEFFIELD	TERRI	A	Morning Duty	HOLLYWOOD PARK ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SILVA	JULIAN	A	Inst Aid, Spec Ed	FERN BACON MIDDLE SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SILVA CONTRERAS	MARIA	A	Noon Duty	HUBERT H BANCROFT ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SINGH	JASMINE	A	Noon Duty	LEATAATA FLOYD ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SLAYTON	MARGARET	A	Noon Duty	CROCKER/RIVERSIDE ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
SOTO	TANYA	A	Noon Duty	TAHOE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
STEELE	RENEE	A	Noon Duty	JOHN D SLOAT BASIC ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
STOCKS	JESSICA	A	Noon Duty	SEQUOIA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
SUMITANI	LISA	A	Inst Aid, Spec Ed	MATSUYAMA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
TATE	ROSA	A	Inst Aid, Spec Ed	LUTHER BURBANK HIGH SCHOOL	8/19/2024	6/30/2025	STCHG 8/19/24
TAYLOR	LAVITA	A	Inst Aid, Spec Ed	LEONARDO da VINCI ELEMENTARY	8/26/2024	6/30/2025	STCHG 8/26/24
TAYLOR III	CURTIS	A	Noon Duty	ELDER CREEK ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
TEMPLE	JUSTIN	A	Inst Aid, Spec Ed	WASHINGTON ELEMENTARY SCHOOL	8/19/2024	8/31/2024	STCHG/TR 8/19/24
THURMAN	DAVID	A	Transportation Lead Mechanic	TRANSPORTATION SERVICES	8/7/2024	6/30/2025	SHIFT 8/7/24
THURSTON	SCOTT	B	Inst Aid, Spec Ed	DAVID LUBIN ELEMENTARY SCHOOL	8/19/2024	6/30/2025	REA / STCHG 8/19/24
TORRES	ROXANNE	A	Campus Monitor	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	11/30/2024	STCHG 7/1/24
TRAN	JACKIE	B	Inst Aid, Spec Ed	ENGINEERING AND SCIENCES HS	8/19/2024	11/30/2024	REA / STCHG 8/19/24
TREJO	MARIAN	A	Noon Duty	ETHEL PHILLIPS ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
TRUJILLO	LAURA	A	Noon Duty	SEQUOIA ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
VASILYUK	NATALIYA	A	Inst Aid, Spec Ed	ALBERT EINSTEIN MIDDLE SCHOOL	8/21/2024	6/30/2025	STCHG 7/1/24
WHITE	ALONZO	A	School Plant Ops Mngr I	THEODORE JUDAH ELEMENTARY	6/17/2024	6/30/2024	REA 6/17/24
WILLIAMS	TAMEKA	A	Inst Aid, Spec Ed	ETHEL I. BAKER ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
WILLIAMS	TAMEKA	A	Noon Duty	ETHEL I. BAKER ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
WINN	TASSIE	A	Inst Aid, Spec Ed	TAHOE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24
YOEUNG	DALINN	B	Inst Aid, Spec Ed	MARK TWAIN ELEMENTARY SCHOOL	8/19/2024	10/31/2024	REA / STCHG 8/19/24
YOUNG	CHRISTINA	B	Inst Aid, Spec Ed	PARKWAY ELEMENTARY SCHOOL	8/23/2024	6/30/2025	STCHG 8/23/24
YOUNG	JENNIFER	A	Inst Aid, Spec Ed	JOHN CABRILLO ELEMENTARY	7/1/2024	6/30/2025	STCHG 7/1/24
ZAMORA	GUADALUPE	A	Inst Aid, Spec Ed	WOODBINE ELEMENTARY SCHOOL	7/1/2024	6/30/2025	STCHG 7/1/24

**SEPARATE / RESIGN / RETIRE**

AGUILERA	SHERYL	A	Noon Duty	GENEVIEVE DIDION ELEMENTARY	7/1/2023	6/13/2024	SEP / RESIGN 6/13/24
ANDERSON	SARINA	A	Inst Aid, Spec Ed	JOHN BIDWELL ELEMENTARY	7/1/2024	8/14/2024	SEP / RESIGN 8/14/24
BROWN	DIANNE	A	Grant Writer	CONTINUOUS IMPRVMT & ACNTBLTY	7/1/2024	8/30/2024	SEP / RESIGN 8/30/24
CORDERO	DANIELA	B	Inst Aid, Spec Ed	CALEB GREENWOOD ELEMENTARY	11/8/2023	6/13/2024	SEP / RESIGN 6/13/24
COTE	BRIAN	A	Inst Aid, Spec Ed	WILL C. WOOD MIDDLE SCHOOL	7/1/2024	7/25/2024	SEP / RESIGN 7/25/24
CRUTCHER	GHAVINN	A	Specialist II Mental Hlth Spec	STUDENT SUPPORT&HEALTH SRVCS	7/1/2024	8/7/2024	TERM 8/7/24
DAVENPORT	JUANITA	A	Noon Duty	NICHOLAS ELEMENTARY SCHOOL	7/1/2024	8/16/2024	SEP / RESIGN 8/16/24
DENG	ZHEN	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	7/1/2024	8/2/2024	SEP / RESIGN 8/2/24
FITCHIE	TOMMY	B	Facilities Maint Laborer I	FACILITIES MAINTENANCE	7/1/2024	7/26/2024	SEP / TERM 7/26/24
FRANCO	LUZ	B	Food Service Assistant	NUTRITION SERVICES DEPARTMENT	7/1/2024	8/13/2024	SEP / TERM 8/13/24
HERRERA	AMY	A	Inst Aid, Spec Ed	BRET HARTE ELEMENTARY SCHOOL	7/1/2024	8/13/2024	SEP / RESIGN 8/13/24
KINDEL	MICKI	A	Clerk II	O. W. ERLEWINE ELEMENTARY	7/1/2023	6/14/2024	SEP / RESIGN 6/14/24
KIRK	REBECCA	A	Youth/Family Mntl Hlth Adv	STUDENT SUPPORT&HEALTH SRVCS	7/1/2024	7/26/2024	SEP/ TERM EFF 7/26/24
KWONG	WAI	A	Pupil Personnel Records Tech	STUDENT SUPPORT AND FAMILY SER	7/1/2024	7/31/2024	SEP / RETIRE EFF 7/31/24
LENARD	TIMIAH	B	Noon Duty	TAHOE ELEMENTARY SCHOOL	11/2/2023	6/13/2024	SEP / RESIGN 6/13/24
PALIOтта DECARVALHOAGOSTIN	LARISSA	B	School Office Manager II	ALICE BIRNEY WALDORF - K-8	7/24/2024	7/29/2024	SEP / RESIGN 7/29/24
SAFAR	SALMA	B	Inst Aid, Spec Ed	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2024	8/20/2024	SEP / RESIGN 8/20/24
SMITH	JEFFREY	A	Custodian	SEQUOIA ELEMENTARY SCHOOL	7/15/2024	8/1/2024	SEP / RESIGN 8/1/24
SMITH-BURT	DARRIUS	B	Custodian	ROSEMONT HIGH SCHOOL	7/1/2024	8/5/2024	SEP / RESIGN 8/5/24
VANG	PANG	A	Teacher Assistant, Bilingual	WOODBINE ELEMENTARY SCHOOL	7/1/2024	7/19/2024	SEP / RESIGN 7/19/24
YOUNG	SAMANIA	A	Board Cert Behavior Analyst	SPECIAL EDUCATION DEPARTMENT	10/2/2023	6/30/2024	SEP / RESIGN 6/30/24

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
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**TRANSFER**

CRESPO	JAIME	A	Campus Monitor	MIWOK MIDDLE SCHOOL	8/19/2024	11/30/2024	TR 8/19/24
FIFIELD	CHRISTY	A	Instructional Aide (TK)	O. W. ERLEWINE ELEMENTARY	7/1/2024	12/31/2024	TR 7/1/24
GARCIA	CONNIE	A	Inst Aid, Spec Ed	WOODBINE ELEMENTARY SCHOOL	8/19/2024	6/30/2025	TR 8/19/24
GOMEZ GUTIERREZ	KARLA	A	Instructional Aide (TK)	FATHER K.B. KENNY - K-8	7/1/2024	6/30/2025	TR 7/1/24
LAIRD	SANDRA	B	Spclst, Attendance& Enrollment	STUDENT ATTEND & ENGAGE OFFICE	7/31/2024	11/30/2024	TR 7/31/24
LEOU-DALVI	LINDA	A	Inst Aid, Spec Ed	GOLDEN EMPIRE ELEMENTARY	8/19/2024	6/30/2025	TR 8/19/24
LITTLE	SARA	A	Inst Aid, Spec Ed	CAROLINE WENZEL ELEMENTARY	8/19/2024	6/30/2025	TR 8/19/24
ORNELAS	MICHELLE	B	Clerk II	O. W. ERLEWINE ELEMENTARY	8/6/2024	9/30/2024	TR 8/6/24
RENTERIA-NERI	OSCAR	A	Custodian	C. K. McCLATCHY HIGH SCHOOL	7/1/2024	6/30/2025	ADMIN TR 7/1/24
RINCON	SILVIA	A	Instructional Aide	CAMELLIA BASIC ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
RODRIGUEZ-LOPEZ	SUZANNE	A	Instructional Aide	ETHEL PHILLIPS ELEMENTARY	7/1/2024	6/30/2025	TR 7/1/24
TORRES	MATTHEW	A	Custodian	HIRAM W. JOHNSON HIGH SCHOOL	7/29/2024	6/30/2025	ADMIN TR 7/29/24
VAZQUEZ	DAMARIS	A	Instructional Aide (TK)	PONY EXPRESS ELEMENTARY SCHOOL	7/1/2024	6/30/2025	TR 7/1/24



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1g

**Meeting Date:** September 5, 2024

**Subject:** Approve Revised Board of Education Meeting Calendar for 2024-2025

- 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 the revision to the Board of Education meeting calendar for 2024-2025, changing the start time of open session from 6:30p.m. to 6:00p.m.

**Background/Rationale:** The Board of Education requires a time change from 6:30p.m. to 6:00p.m.

**Financial Considerations:** N/A

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

**Documents Attached:**

1. Revised Board of Education Meeting Calendar for 2024-2025

<p><b>Estimated Time of Presentation:</b> N/A</p> <p><b>Submitted by:</b> Lisa Allen, Superintendent</p> <p><b>Approved by:</b> Lisa Allen, Superintendent</p>
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***Sacramento City Unified School District  
Board of Education Meeting Calendar  
2024-2025 School Year***

***The Board of Education usually meets on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of the month with Special Meetings called as needed. Meetings are held at the Serna Center Community Room, 5735 47<sup>th</sup> Avenue.***

***There are no regular Board Meetings in the month of July and only one in August, December, and January***

<b><i>August 8, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>September 5, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>September 19, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>October 3, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>
<b><i>October 24, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>November 7, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>November 21, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>December 19, 2024</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>  <b><i>Annual Meeting</i></b>
<b><i>January 16, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>February 6, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>February 20, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>March 6, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>
<b><i>March 20, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>April 3, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>April 10, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>May 1, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>
<b><i>May 15, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>June 5, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	<b><i>June 26, 2025</i></b>  <b><i>5:00 Closed Session 6:00 Open Session</i></b>	



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1h

**Meeting Date:** September 5, 2024

**Subject:** Approve Minutes for the May 16, 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 May 16, 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 May 16, 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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# 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)*
- Liliana Miller Segura, Student Member*

**Thursday, May 16, 2024**

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

**6:30 p.m. Open Session**

**Serna Center**

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

## MINUTES

**2023/24-27**

*Allotted Time*

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 5:02 p.m.*

*Members Present:*

- Member Kayatta*
- Member Rhodes*
- Member Singh*
- Member Phillips*
- Member Jeane*
- Member Villa*

*Members Absent:*

- Member Pritchett*

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

*No public comment*

**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 (Four Potential Cases)**

- 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 *Government code 54956.8—Conference with Real Property Negotiators  
Property: 4591 Perry Ave, Sacramento Ca 95820  
Agency Negotiator: Chris Ralston  
Negotiating Parties: Southgate Parks and Recreation District  
Under Negotiation: Price and terms*

**4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

*The meeting was called back to order at 6:34 p.m.*

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student introduced by Board Member Lavinia Phillips*

**5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*There was one announcement that came out of closed session.*

*The Board approved a settlement agreement related to special education services by a vote of 6-0 with Member Pritchett absent.*

**6.0 AGENDA ADOPTION**

*The Board adopted the agenda unanimously with Member Pritchett absent.*

**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.*

*Jason Daniel  
Justine Chueh-Griffith  
John Meyers  
Maggie Kemper  
Uriah Durlantiss  
Katie Elson*

*Emyian Morris*  
*Tamra Doty*  
*Kanura Allen*  
*Desiree Crocker*  
*Deja Crocker*  
*Melvin Haywood*  
*Justice Spears*  
*Emure Morris*  
*Marquis Marcilous*  
*Emaya Morris*  
*Brad Bernstein*  
*Katie Elson*  
*Amia Love*  
*Elesia Morris*

## **8.0 COMMUNICATIONS**

### *8.1 Employee Organization Reports:*

- *SCTA- Nikki Milevsky shared that things are moving along better, more collaboratively, and in a more transparent way. Community Schools are off the ground with a districtwide committee and dedicated teacher leader at the District level, and they are now positioned to hire site-based teacher leaders that will be able to get the work at the sites going for next year. There are additional art and music positions that should be posted soon, the payroll process is improving, and they are piloting a new streamlined process for approvals. The MTSS design team has been meeting and regularly working towards a model that will actually provide Tier 2 and Tier 3 interventions for all of our students throughout the District. They are working collaboratively to design professional learning days before the school year starts, and building a long-term plan that values teacher input and considers where we are, where we want to be, and how we're going to get there. They've seen huge improvements in the staffing process with the changes that they worked out in their negotiations. They had a very nice surplus fair, where teachers and principals were able to meet each other, and ask questions before selecting their sites. They have a pool of open contract teachers that they are excited to be placing through a surplus fair process, hopefully in early June.*
- *SEIU- No update*
- *TCS- No update*
- *Teamsters- No update*
- *UPE- No update*



## 8.2 District Advisory Committees:

- *Student Advisory Council- SAC are putting their final touches on their Board resolutions, and have been working in collaboration with the following departments: Facilities, Nutrition Services, and Student Support Health Services. They are also working on their final year report for the Board. SAC will be presenting their sustainable waste and final year report on June 6<sup>th</sup>. They are hoping to present their gender neutral bathrooms resolution on June 6<sup>th</sup> and their campus hygiene initiative on June 20<sup>th</sup>. The Board is encouraged to attend one of SAC's final meetings of the year.*
- *Community Advisory Committee- No update*
- *District English Learner Advisory Committee- No update*
- *Local Control Accountability Plan/Parent Advisory Committee- No update*
- *Black/African American Advisory Board- No update*
- *Community Schools Advisory Committee- Last night, CSAC had their last meeting of the year. They decided that next year they will be meeting once a month. The first meeting will be on August 28<sup>th</sup> and after that, the second Wednesday of every month. All meetings will be held at the Serna Center. CSAC has been trained by SCOE's new director of Community Schools. SCOE is sponsoring a free 2-day training on June 10<sup>th</sup> and June 11<sup>th</sup>. CSAC encouraged the Board to sign up for the training. The site Community Schools positions should hopefully be posted tomorrow. The new Community Schools training specialist was introduced.*
- *American Indian Education Program Parent Committee- Since their last update, the parent committee has been meeting to discuss issues regarding accessibility to opportunities for our students, the ability to connect with and hire vendors for programs and events, providing recommendations for programming for the 2024-25 school year, planning for the annual American Indian Education Program promotion and graduation ceremony, and SCUSD American Indian Education Summer Program. Some barriers the committee has faced are providing students with opportunities to attend events or bring speakers and cultural educators in to work with them, and not being able to support local native and women-owned businesses as vendors due to timelines, insurance, and additional requirements. Prior to the start of the next school year, they would like an opportunity to connect with someone in the district office to review district policies and practices to determine if their ways to mitigate the barriers that are limiting opportunities for our students and for our ability to support local vendors.*

## 9.0 SPECIAL PRESENTATION

9.1 Middle School Mathletes Awards & Recognition (Suzie Craig)

*Suzie Craig recognized and awarded the Middle School Mathletes for the 2023-2024 school year. This was an information item.*

*Public Comment:  
No public comment*

*Board Comment:  
No Board comment*

9.2 2024-2025 Classified Champions  
(Dr. Tiffany Smith-Simmons)

*Tiffany Smith-Simmons recognized and awarded the Classified Champions for the 2024-2025 school year. This was an information item.*

*Public Comment:  
No public comment*

*Board Comment:  
Member Kayatta gave a huge thanks to all of the classified champions and all staff for their hard work and contributions to the district.  
Member Jeane shared her thanks for all the staff that work so hard within our district.*

9.3 2024-2025 Teacher of the Year (Dr. Tiffany Smith-Simmons)

*Tiffany Smith-Simmons recognized and awarded the Teachers of the Year for the 2024-2025 school year. This was an information item.*

*Public Comment:  
No public comment*

*Board Comment:  
Member Jeane shared that education today is not what it was even a few years ago. Members Jeane shared that the heart, commitment, and passion of these teachers is evident on their faces and in the work that they do.  
Member Jeane is so excited that they get to honor these teachers for all that they do.  
Member Segura shared that she would not be anywhere near where she is today, without the teachers that taught her growing from as early as preschool to now. Member Segura thanked the teachers for all the efforts that they put into their students to bring them up and help them through everything.*

*Member Rhodes shared that he gets to see Ms. Leone at Burbank and the community that she has built there. Member Rhodes shared that her classroom reminds him of his aunt and mom's house. Member Rhodes shared that Area 5 has been represented well with Ms. Jones being awarded last year, and now Ms. Leone being awarded this year. Having teachers recognized and awarded two years in a row shows that South Sacramento has the real ability to be a home of innovation and change for our broader community and he appreciates that work. Member Rhodes shared that obviously Ms. Leone can see all the people that are here to cheer her on. That doesn't happen just because you get an award, it happens because Ms. Leone is vital to the community that's on the school site.*

*Member Singh congratulated both teachers. Member Singh shared that he has had the opportunity to visit Luther Burbank and Rosemont High School, and he thinks that these teachers are both at schools that need great teachers. Member Singh shared that they are receiving this award, because they come in every single day and provide everything that they can possibly provide to their students. Member Kayatta thanked both teachers for being such great representatives of their profession and for the great things that teachers do for our students in this district everyday. Member Kayatta knows that it can be really hard to achieve the excellence that these two teachers have achieved to get to this point. Member Kayatta knows how difficult it must be to stay focused on their true mission and giving back to our community and he appreciates it so much for them and all the other teachers in our district. Member Phillips shared that teachers are probably the most important people in front of our students. The impact that they make on our students is not only them saying, "I see myself, and I'm represented in what is being taught, but all the way down to that first grader that calls his teacher 'mama'." Member Phillips truly appreciates everything these teachers do.*

*9.4 Approve Asian American and Pacific Islander Heritage Month Resolution No. 3413 (Board Member Jasjit Singh)*

*Member Singh shared key articles from the Asian American and Pacific Islander Heritage Month Resolution No. 3413. This is an action item.*

*Public Comment:  
No public comment*

*Board Comment:  
No Board comment*

*Member Rhodes made a motion with a second from Member Jeane. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

#### *9.5 A-G Incentive Grant (Christina Espinosa)*

*Christina Espinosa shared the CDE incentive grant, A-G in LCAP, SCUSD A-G incentive grant proposal, progress monitoring, Fall 2023 results, professional learning, and perspectives from the 9<sup>th</sup> grade leads.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Jeane wanted to know what the process is for building commonality and how are teachers working*

#### *9.6 Black/African American Advisory Board (B/AAAB) Annual Update (Terrence Gladney)*

*Terrence Gladney presented the Black/African American annual update. Mr. Gladney shared B/AAAB's role and purpose, highlights within history, revisiting Resolution No. 3381, who is involved in B/AAAB, representation on district-level committees, the B/AAAB recommendations, 7-11 committee, Florin Technology Education Center, Board policies, SCUSD connections, a guide for Black student achievement programs, African American studies curriculum, a call to action, and an action plan. The action plan includes a staff toolkit, implementation of American studies courses, creation of safe space for Black families and students, and subcommittee creation (special education/climate). This is an information item.*

*Public Comment:*

*Malachi Smith*

*Franchelle Brown*

*Ashley Bennett*

*Board Comment:*

*Member Singh thanked Mr. Gladney for the presentation, and appreciates Mr. Gladney bringing up the A-G requirements. Member Singh knows that there is work to do, and having been a past teacher and finding resources and finding ways to support our children from all backgrounds is imperative to them feeling comfortable in the spaces that they're in. Member Singh's commitment is to continue working with Mr. Gladney and B/AAAB to find more ways to be supportive, and hopefully in the future, making sure that those resolutions and any other concerns they have are addressed proactively. Member Singh wanted to know if there are spaces where Mr. Gladney feels the trajectory is in a way that we can move quickly.*

*Member Kayatta thanked Mr. Gladney for the presentation. One thing that Mr. Gladney has mentioned and Member Kayatta has taken to heart is, you shouldn't have to give such a powerful presentation for us to take action. B/AAAB shouldn't have to be doing all the work that we have paid people to do. Member Kayatta shared that we are not doing the work that we need to be doing. Member Kayatta shared that it is time to move from the measurement to the action. Member Kayatta shared that we need more Black adults in our schools to be role models to these kids and to understand, if they are going through something that a White educator doesn't get, there's a voice. Member Kayatta shared that if we know that we are not meeting the needs of our Black students, why are we not bringing in people who have expertise?*

*Member Phillips shared that it seems like a broken record where we know there is a problem, and we need to fix the problem. Member Phillips shared that there are uncomfortable conversations that cannot be held, and somehow they are not having them. Member Phillips shared that Black students are set aside, ignored, and discounted, because no one wants to talk about it. Member Phillips shared that since she has been on the Board, it's been a struggle to even get to the point where they can look at some of the programs that they have at St. Hope. Member Phillips shared that even as the President of the Board, it still feels very isolating, she is still very alone, and she wants to say what needs to be said. Member Phillips shared that it is not the fact that they need Black teachers here, but we also need to have that respect for Black educators that come here. Member Phillips shared that if we are lifting them, we are lifting everyone else. Member Phillips shared that she comes from a place of moderate disgust and anger when she talks about the way things have been and the way that they always will be, and she realizes that she will always have the same frame of mind where she wants to talk about our Black students. Member Phillips shared that it is not that she does not want to talk about our other students, but she thinks that the focus truly is having the conversations, and the uncomfortable conversations. Member Phillips shared that it is disturbing that she has to keep hearing the uncomfortable conversations from the podium side rather than from the dais.*

*9.7 Special Education: CDE Notification of Continued  
Noncompliance (Yvonne Wright & Geovanni Linares)*

*Yvonne Wright and Geovanni Linares shared the areas that CDE identified of non-compliance, 2023 CIM for Comprehensive Coordinated Early Intervening Services (CCEIS), 2022 CCEIS quarterly progress and expenditure reports, smalls unit compliance self-review test items, complaint corrective action case number 0297-20/21, complaint corrective action case number 0401-20/21, complaint corrective action case number 0426-23/24, and District status.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Kayatta shared how upset he was. Member Kayatta shared that people in government don't write letters like this unless things are \*\*\*\*\* up, and they are in our district, and for way too long. Member Kayatta read aloud some of the areas from the letter. Member Kayatta shared that the content described in the letter reminds him of what it's like to be a parent in this district with a kid with special ed. Member Kayatta went from trusting the school district hoping that they would see his child and get him the services he needed, to having to document stuff like this. Member Kayatta basically had to litigate this thing himself from his kitchen table, because he couldn't trust a single word that was coming out of everyone's mouth about what they were doing for his son. If there was a 30-day timeline, he had to write it on his calendar, because he knew 30-days was going to come and it wasn't going to be done, and had to follow up. Member Kayatta shared that this letter and CDE putting us on blast like this really speaks to the frustration that our families are going through, and it's completely unacceptable. Member Kayatta shared that we are failing these kids. A lot of this is kind of the remnants of our failures during COVID, but Member Kayatta thinks our failure to address the needs of our special education kids during COVID, because we couldn't meet with them in person was a symptom, and not just a one-off thing. That's when it just got so far ahead, that people took notice, and started organizing and coordinating to write letters to CDE. Member Kayatta is sick to his stomach and tired of writing checks to families who have been pushed to the edge to have to sue us to get what they need. Member Kayatta shared that every single check we write is a failure of a kid that has been completely left behind, and probably represents ten more kids whose families hope that things get better. Member Kayatta shared that we need to completely reimagine our approach to special ed. kids. Member Villa shared that this is beyond heartbreaking. Member Villa shared that our job is to serve our families and they have not been served. Member Villa wanted to know what are the problems that staff are seeing. Member Villa shared that if we have to agendaize this every month to get a report back, because how are we going to tackle those conditions? Member Villa is at a loss, and shared that this is a stain to our district and on our students. Member Villa requested to keep this at the forefront of their scope to correct these issues, and wanted to know what they can do as a Board to support the team. Member Singh shared that the anger and distain that is being heard is a responsibility. As elected officials, the community is going to hold the Board responsible. Member Singh would like to know, why we have not responded to 40 emails and 22 phone calls. Is more staffing needed? Member Singh shared that this is a hard pill to swallow. Member Singh said that they have worked so hard to have SCOE stop sitting in our rooms, and now we are going to have another person supporting us. Member Singh would like staff to talk to their team about what happened, because this has gone back four years of issues of non-compliance. Member Jeane wanted to know how we are proactively changing what we are doing right now. Member Jeane feels like she does not have a grasp of our special education program comprehensively. Member Jeane made a request to understand how they can wrap their heads around what the*

*system looks like, what parts of it seem to be working, and what parts are consumed with the defense approach that we are not even able to get to the offense to respond in the way that we all want to.*

*Member Segura highlighted a public comment that came in from a student about problems at multiple school sites, and their own personal experience with their brother. Member Segura wanted clarification on the issues around trainings. Member Segura referenced how SAC's 2023-2024 cohort recommended that required training courses should be given to staff to understand how to properly accommodate students within their classes who have a plan. These are recommendations that SAC have given, and they have seen no progress. Member Segura shared that this needs to be actively addressed.*

*Member Phillips shared that the conversations that we need to have about the failure of this Board, perhaps, to put policies in place or maybe find ways for us to look into how this can be improved.*

*Member Singh shared that it is pretty glaring that there was a recommendation put forth by the student body, and how there is an apology in order. As adults, Member Singh shared they need to find resolutions for the youth.*

*Member Phillips shared that it is a failure to recognize that there are Black students at the top of the problem. Member Phillips shared that we have to uplift those that are hidden. Member Phillips shared that we cannot change the result until we recognize what the problem is, which is not uplifting the education, treatment, and well-being of Black students in this district.*

## **10.0 PUBLIC HEARING**

### *10.1 Public Hearing: AB 1200 Public Disclosure and Approval of MOU between SCUSD and the Teamsters Classified Supervisors (TCS) (Cancy McArn & Janea Marking)*

*Cancy McArn went over the key provisions of the agreement. Janea Marking provided information on the fiscal impact. This in an action item.*

*Public comment:*

*No public comment*

*Board Comment:*

*Member Jeane thanked staff for their work and for the creative solution of the early impact days.*

*Member Jeane made a motion with a second from Member Singh. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

### *10.2 Public Hearing: AB 1200 Public Disclosure and Approval of MOU between SCUSD and the Teamsters, Local 150 Union (Cancy McArn & Janea Marking)*

*Cancy McArn went over the key provisions of the agreement. Janea Marking provided information on the fiscal impact. This in an action item.*

*Public comment:  
No public comment*

*Board Comment:  
No Board comment*

*Member Jeane made a motion with a second from Member Singh. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

*10.3 Public Hearing: AB 1200 Public Disclosure and Approval of MOU between SCUSD and the United Professional Educators (UPE) (Cancy McArn & Janea Marking)*

*Cancy McArn went over the key provisions of the agreement. Janea Marking provided information on the fiscal impact. This in an action item.*

*Public comment:  
No public comment*

*Board Comment:  
Member Jeane is excited about this agreement and thanked everyone for their hard work.  
Member Singh is glad to have a lead negotiator that does such great work and getting our district back on track.*

*Member Jeane made a motion with a second from Member Singh. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

**11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE**

*11.1 Approve Resolution No. 3412: Authorizing Execution of Delegate Agency Agreement From the Sacramento Employment and Training Agency (Yvonne Wright)*

*Yvonne Wright shared Resolution No. 3412 which will authorize the District to execute the agreement between the District and SETA. This is an action item.*

*Public comment:  
No public comment*

*Board Comment:*



*No public comment*

*Member Jeane made a motion with a second from Member Villa. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

*11.2 2023-24 Annual LCSSP Grant Update: Student Attendance & Engagement and the CARE Team (Jennifer Kretschman)*

*Jennifer Kretschman, Sandra Laird, and Andrea Torres provided an update for Student Attendance and Engagement and the CARE Team. This is an information item.*

*Prior to public comment, President Phillips requested to extend the meeting to 11pm with all Board members in favor.*

*Public comment:  
No public comment*

*Board Comment:  
Member Villa shared that staff should be so proud of their numbers. Member Villa knows how hard staff has been working, and encouraged them to keep up the great work. Member Segura shared the same sentiment as Member Villa and thanked staff for their work.  
Member Kayatta wanted to know if there is anything that can be done with the start of the new school year starting earlier than normal to ensure that students show up.  
Member Singh shared that Black, Native American, and Pacific Islander students are the students dealing with a lot of the absenteeism. Member Singh asked if there have been conversations or thoughts around doing something very specific for our Black students to address chronic absenteeism.*

**12.0 COMMUNICATIONS**

*12.1 Student Member Report (Liliana Miller Segura)-Member Segura shared a recommendation around the extended school days for the upcoming school years. Member Segura shared that a lot of students are not watching the Board meetings, and don't have a full understanding of why this is happening. Member Segura asked that a statement be put out on why this is happening and the reason behind the extension.*

*12.2 President's Report (Lavinia Phillips)- No update*

*12.3 Information Sharing by Board Members- Member Kayatta shared that over the weekend, he assisted MLK Elementary with building a community garden. Member Kayatta thanked SEIU for being invited to their educational summit. Member Kayatta gave a shout out to the students at Pony Express who recently went to math regionals.*

*Member Rhodes shared the upcoming Carnival Bash at Luther Burbank High School. On May 20<sup>th</sup> at noon, Member Rhodes and Superintendent Allen will be going to visit Transportation Services. The Pancake Breakfast will be taking place on May 25<sup>th</sup> at Luther Burbank.*

### **13.0 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.*

#### *13.1 Items Subject or Not Subject to Closed Session:*

*13.1a 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)*

*13.1b Approve Personnel Transactions (Cancy McArn)*

*13.1c Approve Donations to the District for the Period of March 1-31, 2024 (Janea Marking)*

*13.1d Approve Purchase Order Board Report for the Period of March 15, 2024, through April 14, 2024 (Janea Marking)*

*13.1e Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of March 1-31, 2024 (Janea Marking)*

*13.1f Approve California Middle Field Trip to Ashland, OR from June 7-9, 2024 (Mary Hardin Young and Jerad Hyden)*

*13.1g Approve Facility Use Agreements for Charter Schools: California Montessori Project, Sol Aureus College Preparatory, St. Hope Public School 7, St. Hope Sacramento Charter High School, & Yav Pem Suab Academy (Mary Hardin Young, Amanda Goldman, & Nathaniel Browning)*

*13.1h Approve Resolution No. 3413: Resolution of Intention to Convey Public Utilities Easement to California- American Water at Nicholas Elementary School (Janea Marking)*

*13.1i Approval of Unauthorized Vendors (Janea Marking)*

*13.1j Approve SETA Head Start Budget COLA for 2024-25 School Year (Yvonne Wright)*

*13.1k Approve SETA Head Start Budget Modification (Yvonne Wright)*

*13.1l Approve Resolution No. 3414: Resolution Regarding Board Stipends (Lisa Allen)*

*13.1m Approve Resolution No. 3415: Resolution Regarding Board Stipends (Lisa Allen)*

*13.1n Approve Resolution No. 3416: Resolution Regarding Board Stipends (Lisa Allen)*

*Public Comment:*

*No public comment*

*Board Comment:*

*No Board comment*

*Member Phillips made a motion with a second by Member Villa. The Board voted 6-0 with Member Pritchett absent, and student preferential yes vote.*

**14.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS**

***Receive Information***

*14.1 Business and Financial Information: Enrollment Report – Month 7 Ending Friday, March 22, 2024 (Janea Marking)*

**15.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *June 6, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 20, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

**16.0 ADJOURNMENT**

*The meeting adjourned at 10:46 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# 12.1i

**Meeting Date:** September 5, 2024

**Subject:** Approve Minutes for the June 6, 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 June 6, 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 June 6, 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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# 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)*
- Liliana Miller Segura, Student Member*

**Thursday, June 6, 2024**

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

**6:30 p.m. Open Session**

**Serna Center**

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

## MINUTES

**2023/24-28**

*Allotted Time*

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 5:02 p.m.*

*Members Present:*

- Member Kayatta*
- Member Rhodes*
- Member Phillips*
- Member Pritchett*
- Member Jeane*
- Member Villa*

*Members Absent:*

- Member Singh*
- Student Board Member Segura*

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

*No public comment*

**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)**

- 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 *Government Code 54957—Public Employee Appointment (a) Approve – Principal, John Morse Therapeutic Center*

**4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student was introduced by Board Member Taylor Kayatta*

**5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*There were 2 announcements that came out of closed session.*

- *The Board approved 3 settlement agreements related to special education services. Each one by a vote of 6 to 0 with Member Singh absent.*
- *The Board approved the following appointment by a vote of 6 to 0 with Member Singh absent. The Board approved the appointment of Cindy Swindle as Principal of John Morse Therapeutic Center.*

**6.0 AGENDA ADOPTION**

*The Board voted to adopt the agenda unanimously.*

**7.0 SPECIAL PRESENTATION**

- 7.1 *Participation in SacRT Student Program (Chris Ralston)*

*Chris Ralston shared that the district’s transportation department provides services to students as required by federal statute for special education, overflow which is enrollment overflow to different schools, field trips, and athletics. Mr. Ralston shared transportation department statistics, history, financials, and local comparisons. Mr. Ralston introduced Casey Cartright, Chris Flores, and Mayor Daryl Steinberg, who shared information on the SacRT Student Program.*

*Public Comment:*

*Phoebe Bennett  
Vanessa Cudabac  
Will Cannady  
Mara Harvey  
Valerie Williams  
Alma Garcia  
Alma Alvarez  
Marina De La Cruz  
Katrena Blackshire Lee*

*Andrea Scharnou  
Karime Mendez  
Daniel Mendez-Garcia  
Terrence Gladney  
Yanet Ramirez  
Leonela de la Cruz  
Diana Barriga  
Nora Barreiza  
Nikki Milevsky  
Suzanne Ansev  
Martha Pulido  
Alexis Frutos  
Kristin Lopez  
Elvia Vasquez  
Mo Kashmiri  
April Ybarra  
Josie Pepper  
Jerry Pepper  
Rick Jennings II*

*Board Comment:*

*Member Jeane wanted to know how drivers are prepared to make sure that they are ready to support these students, so they are safe on these routes. If we're going to financially contribute, do we now have vote on additional responsibility, legal liability, and things that the district now has to consider, because our funding is now going to this. Member Jeane asked legal counsel if we have any additional responsibility if we start putting funding to this. Member Jeane wanted to know how the routes are designed and determined, if they shift from year to year, and how do they consider the fact that our students have a responsibility to be at school at a certain time. Member Jeane wanted to know what the length of the commitment was. Member Jeane wanted to know, if the cost is to ever change, what would that process look like? Member Jeane wanted to know, if this is coming from the district's budget, have we considered where it's coming from in terms of our resources?*

*Member Villa shared that when she heard that this program was on the budget cut, she was appalled. Member Villa shared that this shouldn't be coming to the Board, it's a city program. Member Villa shared that if this is something that this Board is deciding that we feel a little strong armed to support our students, what does that look like for the district? Member Villa shared that the program would have to change, and that it wouldn't be a city program anymore. Member Villa wants to know what the partnership is going to look like, is this ongoing, and are we going to be called back to the table next year with a different number?*

*Member Pritchett shared that if we do join a partnership like this, do we have some type of MOU with RT? Member Pritchett shared that there needs to be a greater partnership on safer routes, and more input on all of that.*

*Member Kayatta shared that this free bus and light rail access is vital for our youth and should be protected, and the city's handling of this matter has been incredibly disappointing. This benefits a huge number of kids in our district and Member Kayatta knows that losing this service would be detrimental to our kids' education. Member Kayatta shared that we share the same values as the city when it comes to transportation, but they are nonetheless city interests, and something more suited for a city budget rather than a school district with limited resources. Member Kayatta thinks that the city's handling of this issue has been disrespectful to the school districts who educate our kids. Member Kayatta shared that if we choose to fund this, it will no longer be a city program, but a school district program. Member Kayatta supports a district contribution of \$250,000 for this one*

year. Member Kayatta would ask Superintendent Allen and staff immediately begin to work with RT to develop a sustainable permanent student transit program tailored to our educational needs. Member Singh wanted to know where the \$10 million dollar funding would be coming from. Member Singh referenced the student who delivered petitions from students at Phoebe Hearst, and he thinks it's great to see students participating and wanting to provide support for SCUSD students. Member Singh prefers that the City of Sacramento continue paying for this program, but cannot in good conscious sit here and reject an offer before us risking the possible loss of services to our students. Member Singh shared that if the district is going to buy into this, we think that our students who are the bulk of RT's ridership, can provide a great deal of feedback on improving routes. Member Singh is asking RT to improve shelter spaces, so students are safe and out of the elements. Member Rhodes shared how the Board would want to have more voice in how RT is impacting our students, if we're going to be real partners. Member Rhodes feels comfortable with moving the program forward this year with the caveat of saying that we want to bring other people to the table to really make this sustainable. Member Rhodes shared that the Board has to take fiscal health into consideration, and we are in a much better place than we were, but we don't ever want to go back. Member Rhodes would hate to see this program go away, and would love to see an actual true regional partnership with all the players that need to be a part of the conversation. Member Rhodes would like to second Member Kayatta's motion when the time comes with running this as a year with the caveat that we bring in more players to make this program sustainable. Member Segura has seen the increase of attendance at multiple schools that she has attended since this program has been active. Member Segura believes that the way the city is handling the free ride is extremely and poorly managed, and there's not a possible way for this to be denied tonight without thousands of students suffering the consequences. Member Phillips is not a fan of what the Board has been put in the position to do. Member Phillips shared that this goes back to city council, so they should be prepared for very vocal people coming in to speak to them directly about what it is they want from them, and not what they can take from us. Member Phillips wanted to know what the timeframe of the 2019 agreement was. Member Phillips does not want to make any kind of decision unless we are very firm in how we're going to do this without hurting our students.

Member Jeane made a motion to table the decision until after agenda item 11.3 with a second from Member Villa. The Board voted 7-0 with a student preferential yes vote.

Member Kayatta made a motion to approve \$250,000 for one year, direct staff to work with RT to develop a sustainable, permanent program focused on the needs of our students, direct staff to work with the city and regional partners to build a real collaborative model to address transportation options for our youth, and direct staff to engage in conversations around getting a school district seat on the RT board to provide input at the same level as the city and county board members who currently make up that body with a second from Member Singh.

The Board voted 7 to 0 with a student preferential vote.

## **8.0 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.*

*Guadalupe Bramasco*

*Audria Johnson*

*Saul Mardigal*

*Gladys Mitchell*

*Gabrielle Lor*

*Alexandra Gallegos*

*Jacob Hawkins*

*Samira Guy*

*Alli West*

*Terrence Gladney*

*Diana Barriga*

*Virginia Tsai*

*Margarita Garcia*

*Xiao-Dong Li*

*Kalani Williams*

*Kayla Green*

*Ephrem Teklehaimanote*

*Daniel Teklehaimanote*

## **9.0 COMMUNICATIONS**

### *9.1 Employee Organization Reports:*

- *SCTA-Melanie Bean invited the Board to Sac Pride and provided a flyer with additional with information.*
- *SEIU- No update*
- *TCS- No update*
- *Teamsters- No update*
- *UPE- No update*

### *9.2 District Advisory Committees:*

- *Student Advisory Council- No update*
- *Community Advisory Committee- No update*
- *District English Learner Advisory Committee- No update*
- *Local Control Accountability Plan/Parent Advisory Committee- No update*
- *Black/African American Advisory Board-On May 16<sup>th</sup>, B/AAAB provided their annual report and since that time, B/AAAB has started building a coalition to begin the work that they know is necessary. B/AAAB asked if the Board has done their homework, and identified a single priority or set of priorities by which the Board will begin to take action. Last night, B/AAAB worked on*

*their organization for next year, and will begin the process to fill vacancies for their executive committee and officer positions. They have restructured their meeting structure and committee structure schedule.*

- *Community Schools Advisory Committee-No update*
- *American Indian Education Program Parent Committee-On May 30<sup>th</sup>, they had their graduation ceremony. The committee is planning their summer program which will take place the week after school gets out with field trips and cultural activities planned. The committee presented the Board with a picture of the Miwok mural.*

## **10.0 SPECIAL PRESENTATION**

### **10.1 Annual Student Advisory Council Presentation (Student Advisory Council)**

*The Student Advisory Council presented an SAC overview, student survey, 23-24 initiatives, collaborations, and plans moving forward. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Jeane shared that the presentation was beautifully organized and very detailed with all of the information. It feels like SAC has grown a lot from the presentation that Member Jeane saw last year, and she appreciates the more inclusive, more far-reaching, and more specific approach.*

*Member Singh shared that the presentation was great and SAC gave the Board a lot to think about. Member Singh wants to know if there is a way to get a representative from every high school to be a part of SAC. Member Singh asked if there is anything that the Board can do to help the group expand.*

*Member Pritchett is more than happy to make a connection between SAC and students from George Washington Carver. Member Pritchett wanted to know if the locked bathrooms came out in the survey data.*

*Member Kayatta shared that there is Board support around SAC's initiatives, and he would like action taken around them as well.*

*Member Rhodes asked about the work that SAC students are doing around homeless youth, and that he would like to be a part of it. Member Rhodes would like to have more youth town halls with board members to talk with students about their experiences.*

### **10.2 Approve Resolution No. 3419: Sustainable Waste (Manpreet Kaur and Student Advisory Council)**

*Cash Marquart presented the resolution and read the articles from the resolution aloud. This was an action item.*

*Public Comment:  
Trinity Smyth*

*Board Comment:  
Member Segura has seen how much effort and research has been put into this initiative and is amazed by how much the presenter has accomplished. Member Segura is in full support of this resolution.  
Member Rhodes wanted to know if the Board appoints the positions of those on the student-led taskforce.*

*Member Villa made a motion to approve the resolution with a second from Member Pritchett. The Board voted 7-0 with a student preferential yes vote.*

*10.3 State Seal of Civic Engagement (Nathalie Damasco & Ashley Alexander)*

*Ashley Alexander introduced Nathalie Damasco, who presented the State Seal of Civic Engagement. This was an information item.*

*Public Comment:  
No public comment*

*Board Comment:  
Member Rhodes looks forward to building this out further and getting students from some of the other schools involved. Member Rhodes asked how staff would imagine building this out further to get other students involved, and wanted to know how the Board can help.  
Member Pritchett asked what JFK is doing differently than the rest of the school.*

*10.4 State Seal of Biliteracy Recognition (Dr. Olga Simms & Melanie Bean)*

*Ashley Alexander introduced Melanie Bean, who presented the State Seal of Biliteracy.*

*Public Comment:  
Terrence Gladney*

*Board Comment:  
Member Singh thinks this is great, and would like to double down on this to see how we can improve this to make sure that we have a lot more than 294 recipients.  
Member Rhodes would like to continue building this, because it's a huge benefit for our students and their upward mobility to be bilingual.*

10.5 *Approve Resolution 3420: LGBTQ+ Pride Month  
(Board Member Taylor Kayatta)*

*Member Kayatta presented the LGBTQ+ Pride Month resolution.*

*Public Comment:*

*Melanie Bean*

*Daniel Buffington*

*Laura Magana*

*August Ford*

*Board Comment:*

*Member Segura asked that in the future there be more direct collaborative efforts made alongside staff, and specifically, with LGBTQ+ youth who are directly impacted by this resolution.*

*Member Kayatta shared that there was no intention not to collaborate.*

*Member Kayatta updated last year's resolution and prepared comments, but he definitely takes the public comment that was received to heart.*

*Member Kayatta apologized for those who felt like they were not included.*

*Member Villa asked for clarification around who participated in creating the resolution.*

*Superintendent Allen shared that after Member Kayatta finalized the resolution draft, it did go to staff for additional input.*

*Member Segura asked that moving forward, when initiatives like these are being developed, that these voices are directly collaborating to the initial development rather than added once the initiative has already been fully fleshed out.*

*Member Phillips thanked those for speaking out during public comment.*

*Member Villa requested to hold off on passing the resolution until further input from others has been made. Member Villa does not want us to work in a silo on something that is so important.*

*Member Rhodes shared that we should move forward with passing the resolution with the commitment to making sure staff is working with everyone collectively moving forward.*

*Member Villa made a motion to hold off on passing this resolution until staff and partners have been able to provide input. The Board voted 1-6 with Members Kayatta, Rhodes, Singh, Phillips, Jeane, and Villa voting no, and a student preferential no vote.*

*Member Kayatta made a motion to approve the resolution with the commitment to improve the process moving forward with a second from Member Singh. The Board voted 7-0 with a student preferential yes vote.*

**11.0 PUBLIC HEARING**

11.1 *Public Hearing: Local Control Accountability Plan  
(LCAP)(Dr. Ed Eldridge)*

*Dr. Ed Eldridge presented on the importance of the LCAP's three-year cycle, an overview of educational partner engagement, LCAP's focus on*

*underserved students, full list of schools included in 2024-25 LCAP reflections, and LCAP's "Big 3" district goals. This was an information item.*

*Public Comment:*

*Terrence Gladney*

*Board Comment:*

*Member Jeane wanted to know if Dr. Eldridge has any ideas on how we can better align and shape who is in the room for committee conversations. Member Jeane is upset that this conversation is taking place at 10:45pm, and there are two things that the Board has to do every year, which are the budget and LCAP. Member Jeane shared that this is the work that their Board coach was trying to tell them that they need to do, but they have been doing it separately from everything else. Member Jeane shared that the 3 goals that have been shared, are the 3 goals that the Board can claim and focus on, because they have gone through such an intense and inclusive process with the community members on the LCAP PAC and bargaining partners. Member Jeane shared that their Board coach has advised the Board that they should be spending 50% of their meetings on the LCAP goals. Member Jeane pointed out that this item has been given 15-25 minutes, and we're finally getting to it. Member Jeane believes that the Board needs to re-adjust their agenda, and have deep conversations around this, because this is what they should be talking and debating about.*

*Member Rhodes asked Dr. Eldridge about the equity multiplier and the schools that are receiving funds directly. Member Rhodes wanted to know if Dr. Eldridge had information on how the schools were spending those funds, and how it impacts the LCAP goals. Member Rhodes wanted to know if there are action goals for each site.*

#### *11.2 Public Hearing: Dependent Charter Local Control Accountability Plans (Dr. Ed Elridge)*

*Dr. Ed Elridge presented the Dependent Charter Local Control Accountability Plans. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*No Board comment*

#### *11.3 Public Hearing: Proposed FY 2024-25 Budget for All Funds (Janea Marking)*

*Janea Marking presented the 2023-24 third interim, 2024-25 proposed budget, right-sizing, turning problems into plans, and important dates. This was an information item.*

*Public Comment:*  
*No public comment*

*Board Comment:*  
*Member Jeane shared that Janea Marking is so clear, direct, and transparent. Ms. Marking pointed out so many things that Member Jeane has been wondering about since she has been on the Board. Member Jeane now has a weight off of her shoulders, and feels that there is a team that can now look at the things that need to be done together.*  
*Member Singh shared that this is the best presentation that he has heard in a long time, because it was clear. There are tangible items that the Board can now see and get behind. Member Singh is also all in, and wants to know how the Board can help.*  
*Member Kayatta shared that this was an amazing presentation and he is fully on board as well. Member Kayatta shared that this is the kind of financial leadership that we need. Member Kayatta thanked Ms. Marking and her team.*  
*Member Villa loved how Ms. Marking and staff did a deep dive on all departments, and shared how everyone is accountable for their own actions, and how that creates to the greater good.*  
*Member Pritchett would like to see more about adding student services and more programs in the future.*  
*Member Phillips shared that the change that needs to happen is behavior first.*

*11.4 Public Hearing for Resolution No. 3418 Resolution to Convey Public Utilities Easement to California-American Water at Nicholas Elementary School (Ben Wangberg & Nathaniel Browning)*

*Nathaniel Browning presented the resolution convey public utilities easement to California-American Water at Nicholas Elementary School.*

*Public Comment:*  
*No public comment*

*Board Comment:*  
*No Board comment*

*11.5 Public Hearing: AB 1200 Public Disclosure for Non-represented, Confidential, and Management Employees (Janea Marking & Cancy McArn)*

*Cancy McArn shared the proposed early opening impact days for non-represented/confidential employees. Janea Marking shared the financial impact and multi-year projections. This is an action item.*

*Public Comment:*  
*No public comment*

*Board Comment:*

*No Board comment*

*Member Villa made a motion to approve with a second from Member Pritchett. The Board voted 7-0 with the Student Member Segura absent.*

## **12.0 COMMUNICATIONS**

*12.1 Student Member Report (Liliana Miller Segura)- No report*

*12.2 Superintendent's Report (Lisa Allen)- No report*

*12.3 President's Report (Lavinia Phillips)- No report*

*12.4 Information Sharing by Board Members- No report*

## **13.0 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.***

### ***13.1 Items Subject or Not Subject to Closed Session:***

*13.1a 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)*

*13.1b Approve Personnel Transactions (Cancy McArn)*

*13.1c Approval of Unauthorized Vendors (Janea Marking)*

*13.1d Approve Nail Technician/Specialist and Manicurist program at Charles A. Jones Career and Educational Center (Yvonne Wright)*

*13.1e Approve Computer System Networking and Telecommunications program at Charles A. Jones Career and Educational Center (Yvonne Wright)*

*13.1f Approve Resolution No. 3422 Authorization to Join The Interlocal Purchasing System (TIPS) Pursuant to California Government Code 6500, et seq. (Janea Marking)*

*13.1g Approve Minutes for the April 4, 2024, Regular Board of Education Meeting (Lisa Allen)*

*13.1h Approve Minutes for the April 18, 2024, Regular Board of Education Meeting (Lisa Allen)*

*13.1i Approve 2934 Ramona Ave Suite 150 Lease – Construction Lease (Chris Ralston)*

*13.1j Approve Resolution No. 3418 Resolution to Convey Public Utilities Easement to California-American Water at Nicholas Elementary School (Ben Wangberg & Nathaniel Browning)*

*13.1k Approve Resolution No. 3417: Delegating Duty to Accept Bids and Award Construction Contracts (Janea Marking)*

*13.1l Approve Resolution No. 3421: Resolution Regarding Board Stipends (Lisa Allen)*

*13.1m Approve Delta Shores School Site Land Reservation Agreement (Chris Ralston)*

*13.1n Approval of CIF Form to Record District and/or School Representatives to Leagues (David Parsh)*

*13.1o Approve 2023-24 Third Interim Financial Report (Janea Marking)*

*Member Kayatta requested to pull agenda item 13.1m. Member Kayatta believes that voting on this item without additional action can result in inequitable spending in our District.*

*For the record, Member Rhodes shared that when these type of items come up and board members who are not from the area and move on assumptions, he believes that it is disrespectful to not have a conversation with the board member of the area.*

*Member Kayatta believes that the Board should vote on this item, but we need to know that the larger community's plans are for that area, including our school plans. Member Kayatta thinks that item 13.1m should move forward, and have staff hold a workshop, and simultaneously send a letter to the City of Sacramento, so we can let them know what our plans are, and invite them to be a part of the process as well.*

*Member Rhodes made a motion to approve the consent agenda including item 13.1m with a second from Member Pritchett. The Board voted 7-0 with Member Segura absent.*

#### **14.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *June 20, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *August 8, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

#### **15.0 ADJOURNMENT**

*The meeting adjourned at 12:11a.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:** September 5, 2024

**Subject:** Approve Minutes for the June 20, 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 June 20, 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 June 20, 2024, Regular Board of Education Meeting

**Estimated Time of Presentation:** N/A  
**Submitted by:** Lisa Allen, Superintendent  
**Approved by:** Lisa Allen, Superintendent



Putting  
Children  
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)*
- Liliana Miller Segura, Student Member*

**Thursday, June 20, 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*

## ***MINUTES***

***2023/24-29***

*Allotted Time*

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 5:00 p.m.*

*Members Present:*

- Member Kayatta*
- Member Rhodes*
- Member Pritchett*
- Member Villa*

*Members Absent:*

- Member Singh*
- Member Phillips*
- Member Jeane*
- Student Board Member Segura*

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

*No public comment*

**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 (One Potential Case)*
- b) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2024040459, OAH Case No. 2023120077, & OAH Case No. 2024040089 )*

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 *Government Code 54957- Public Employee Appointment (a) Approve- Principal, Parkway Elementary*

#### **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

4.1 *The Pledge of Allegiance*

4.2 *Broadcast Statement*

#### **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*There are 5 announcements that came out of closed session.*

- *The Board approved a settlement agreement related to special education services by a vote of 4-0 with Member Kayatta abstaining, and Members Singh and Phillips absent.*
- *The Board approved a settlement agreement identified as OAH Case No. 202312077 by a vote of 4-0 with Member Kayatta abstaining, and Members Singh and Phillips absent.*
- *The Board approved a settlement agreement identified as OAH Case No. 2024040089 by a vote of 5-0 with Members Phillips and Singh absent.*
- *The Board approved a settlement agreement identified as OAH Case No. 2024040459 by a vote of 5-0 with Members Phillips and Singh absent.*
- *By a vote of 5-0 with Board Members Singh and Phillips absent, the Board approved the appointment of Sharifa Siti-Bolton as Principal of Parkway Elementary School.*

#### **6.0 AGENDA ADOPTION**

*The Board voted to adopt 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.*

*Jessica Martin*

*William Naulivou  
Shana Just  
Kathy McKim  
Jeana Barbero  
Kevin McGreen  
Vanessa Cudabac  
Anna Molander Hermann  
Reneè Webster-Hawkins  
Agustina Sanchez  
Tandra Doty  
Adrianna Higier  
Lonai Evang*

## **8.0 COMMUNICATIONS**

### *8.1 Employee Organization Reports:*

- *SCTA- David Fisher wanted to acknowledge how different and constructive this year has been from the previous seven or so years. Mr. Fisher acknowledged the majority of the school board and Superintendent Allen for leading the change. Last week, they worked on a framework for the three preservice professional learning days with the Academic Office, and they were able to bring Sac State into the discussion. It has been greatly encouraging to see how quickly a shift can occur from confrontation to cooperation. Now, they have very real solutions and very real problems to solve. These are operational challenges that have hindered the district for years, especially, the Special Education Department. Mr. Fisher referenced the recent Sacramento County Grand Jury Report. Special Education Representative, Jason Burke, shared that the recent CDE letter and grand jury report is highly concerning for our special educators, however, they are confident under the leadership of Krystal Thomas, and have full faith in her ability to get the district back on track. Mr. Burke shared that we need to work with all stakeholders which include teachers, administrators, service providers, students, and parents. They look forward to working with the CDE appointed oversight person that we have to pay for to right the ship. Mr. Fisher congratulated all the retirees and thanked Dr. Tiffany Smith-Simmons for putting an acknowledgement of retirees on the agenda this evening.*
- *SEIU- No update*
- *TCS- No update*
- *Teamsters- No update*
- *UPE- No update*

## 8.2 District Advisory Committees:

- *Student Advisory Council- No update*
- *Community Advisory Committee- No update*
- *District English Learner Advisory Committee- No update*
- *Local Control Accountability Plan/Parent Advisory Committee- No update*
  
- *Black/African American Advisory Board- Terrence Gladney shared that B/AAAB were the first ones to give the district an “F”, and hopes that the Board doesn’t respond to an “F” in the media. Mr. Gladney shared that the Board still has a debt to them and the scholars they represent. Mr. Gladney has still not heard from the Board following their recent presentation on what their priority is. Mr. Gladney ceded his time, and believed that on the information item, the Board can have a discussion. Mr. Gladney shared that he would not leave the podium until he had some answers. Member Rhodes shared that the Board cannot comment during the committee report section, and the item would need to be agendized, so there can be a more robust conversation with the full Board. Member Rhodes shared that the Board will agendize the item for one of the first two meetings in August. Member Rhodes stated that the Board would agendize the item to discuss the four top things that were presented by B/AAAB. Mr. Gladney asked for the comments made by Member Rhodes around the agendized item be put on the record.*
  
- *Community Schools Advisory Committee- No update*
- *American Indian Education Program Parent Committee- No update*

## 9.0 SPECIAL PRESENTATION

### 9.1 Recognition of Outgoing Student Board Member Liliana Grace Miller Segura (Board President Lavinia Phillips)

*Member Rhodes presented the recognition. Member Rhodes asked Student Board Member Segura and board members to say a few words. This is an information item.*

*Public Comment:  
No public comment*

*Board Comment:*

*Member Villa thanked Member Segura for sharing her insight over the last year.*

*Member Pritchett shared that Member Segura really found her voice this year. Member Pritchett appreciates the student voice that Member Segura brought to the dais.*

*9.2 Recognition of the 2023-2024 Sacramento City Unified School District Retirees (Tiffany Smith-Simmons)*

*Tiffany Smith-Simmons presented the recognition of the 2023-24 Sacramento City Unified School District retirees. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Rhodes congratulated staff on behalf of the Board.*

*Member Pritchett shared that Ms. Bone will be deeply missed at Golden Empire.*

*9.3 ELD Teachers of the Year (Dr. Olga Simms & Tywanda Walker)*

*Dr. Olga Simms & Tywanda Walker presented the ELD Teachers of the Year. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*No Board comment*

*9.4 Approve Resolution No. 3423: Gender Neutral Restrooms (Vanessa Reyes & Student Advisory Council)*

*The Student Advisory Council presented Resolution No. 3423: Gender Neutral Restrooms. This was an action item.*

*Public Comment:*

*Aleena Mendoza*

*Renee Webster-Hawkins*

*Board Comment:*

*Member Jeane appreciates the thorough research that was done. Member Jeane also appreciates the advocacy. Member Jeane shared that there are a lot of stakeholders that will be impacted by this resolution, and wanted to know if they have been brought into the conversations around this.*

*Member Jeane wants to make sure that the school sites are aware of what this resolution would mean and that they would get the resources that they*

*need to be successful in this. Member Jeane wanted to know why the Student Advisory Council picked three updates a year. Member Jeane asked if the updates can be in the form of BCs as opposed to an agenda item. Member Jeane wanted to know if the students have thought about putting together a student campaign around bathrooms at school sites, and the need for students to take responsibility and ownership. Member Pritchett shared that SAC did a fantastic job at putting the resolution together and liked that they collaborated with staff..*

*Member Pritchett made a motion to approve the item with a second from Member Villa. The Board voted 4-0 with Member Kayatta, Member Singh, and Member Phillips absent, and a student preferential yes vote.*

*9.5 Approve Resolution No. 3425: Campus Restroom Hygiene  
(Vanessa Reyes & Student Advisory Council)*

*The Student Advisory Council presented Resolution No. 3425: Campus Restroom Hygiene. This was an action item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Pritchett apologized to the students for having to go to school to deal with this kind of stuff. Member Pritchett shared that if she saw a public restroom, like what was shown in the video, she would be disgusted and run out. Member Pritchett shared that we need to do better for our students.*

*Member Villa wanted to know how students are working with their school sites and peers around the vandalism and how we can keep the bathrooms clean.*

*Member Jeane explained the broken window theory. Member Jeane believes in SAC's advocacy so much that she is curious to see what their campaigns to keep the restrooms clean would look like. Member Jeane is excited to see what work SAC will do next year.*

*Member Kayatta apologized to the students about this, because it shouldn't have taken the SAC to bring this to the Board. Member Kayatta shared that these questions may seem small and like a maintenance issue, but it's much more than that. Member Kayatta shared that the real action is in our budgets, and when we work with our labor partners. As a Board, Member Kayatta is hoping to remember that and bring that forward to make sure that we can enforce the teeth that are in this resolution.*

*Member Rhodes shared that this is the type of stuff and things that we love to see from our committees, and being able to work on these things for the betterment of our student population.*

*Member Villa made a motion with a section from Member Jeane. The Board voted 5-0 with Member Singh and Member Phillips absent, and a student preferential yes vote.*



9.6 *Process Update : Charter Oversight, Investigation, and Renewal (Amanda Goldman & Leslie Lacher)*

*Amanda Goldman shared the annual oversight update for 2023-24, renewal timelines and processes, and review/investigation of concerns. Leslie Lacher shared information on the renewal and some of the other issues going on. This was an information item.*

*Public Comment:*

*Lisa Ruda*

*Cassandra Jennings*

*Board Comment:*

*Member Jeane shared that she is concerned about the timeline and asked if there is any wiggle room. Member Jeane wanted to know what the timeline was for our third party investigation. Member Jeane wanted to know how the data is compiled in regard to potential to find denial findings by tier. Member Jeane wanted to know if we have established any goals or guard rails for things that we are expecting to see, or is it solely in the hands of what Ed Code has said we're supposed to do. Member Jeane would kind of give a plea to our charter schools that are potentially petitioning at the end of this month and triggering that timeline. Member Jeane shared that rushing this process is not going to help anyone right now, and asked to please give us time, so we can partner and be transparent together. Member Jeane shared that this third party investigation has her spinning a bit and she needs to see that information before she knows what she can do next.*

*Member Kayatta thanked the representatives from the charters that made comments speaking up about the elephant in the room on this particular authorization effort. Member Kayatta shared that in terms of this report and using language, like extensive allegations, he does not believe that this language is meant to insult or put our charters on the back foot. Member Kayatta shared that this is what this Board needs to understand what their role is, and the fact that they are getting more complaints about that particular system compared to some of our other charters. Member Kayatta wants to make the conversation about how do we create long-term partners for educating our kids in this city. Member Kayatta shared that it looks like in order to renew under this timeline, there needs to be a plan in place, and how do we ensure that this plan is being followed. Member Kayatta shared that his eyes are really wide open on this. Member Kayatta shared that the question before us today, is making sure that the charters that we've authorized are operating efficiently and effectively in compliance with the law and helping our students. Member Kayatta looks forward to hearing more as we go through this.*

*Member Segura shared that many students are missing teachers, books, resources, and regulations that are necessary for their day-to-day academic and social life. Member Segura thinks that the third-party*

*investigations need to be extensive and properly conducted, and they hope that the outcome improves these conditions. Member Segura wanted to know how we can ensure that these investigations will be effective in the long term.*

*Member Rhodes shared that what we are looking for is high outcomes for our students, and that's the baseline. Member Rhodes thanked staff for their time.*

#### *9.7 Fern Bacon Modernization Update (Chris Ralston)*

*Chris Ralston shared the Fern Bacon Middle School project statistics. A representative from Nacht & Lewis shared the overall site plan, floor plans, and visuals for the plans. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Kayatta wanted to know when the Board would hear about the plan for interim housing. Member Kayatta shared that there is a lot of grass in the plan, and he didn't see a lot of trees, and he just wants to make sure that we're being intentional about where we're using our grass and where it's going to be used by kids.*

*Member Villa really appreciates all the work, and would love to be kept in the loop with information and photos.*

*Member Rhodes shared that this is going to change the community and school environment. Member Rhodes shared that school building is neighborhood building. Member Rhodes appreciates the change in landscape of what the neighborhood can expect and what they deserve.*

#### *9.8 Citizens' Bond Oversight Committee Measure Q&R Report 2023-2024 (Chris Ralston)*

*Chris Ralston introduced Brian Hill, who is the Chair on the committee for Measure Q&R. Brian Hill presented the report with annual activities, projects that were completed in 2023-2024, expenditures, and the Measure Q & R audit reports. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Pritchett thanked everyone on the committee. Member Pritchett wanted to know what the status was for the roof at Albert Einstein Middle School.*

#### *9.9 Citizens' Bond Oversight Committee Measure H Report 2023-2024 (Chris Ralston)*

*Chris Ralston introduced Manuel Jimenez, who is the Chair on the committee for Measure H. Mr. Jimenez provide the Measure H report for 2023-2024. This was an information item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Rhodes wanted to clarify that the committee has found us in compliance with one dissenting voice from the Chair. Member Rhodes wanted to clarify that Mr. Jimenez was the Chair.*

## **10.0 PUBLIC HEARING**

### *10.1 Public Hearing: SCUSD SELPA Local Plan – Contracts, Annual Budget Plan, Annual Service Plan (Yvonne Wright & Geovanni Linares)*

*Yvonne Wright, Geovanni Linares, and Krystal Thomas presented on the SCUSD SELPA local plan background, contact information and certification information, the annual budget plan, expected expenditures, the annual service plan, and the grand jury report. This was an action item.*

*Public Comment:*

*Reneè Webster-Hawkins*

*Board Comment:*

*Member Kayatta wanted Mr. Linares to address the public comment by Reneè Webster-Hawkins. Member Kayatta wanted the clarify what the Board would be approving and adopting today. Member Kayatta wanted to know what would happen if they fail to certify this today. Member Kayatta thinks that District needs to do more to have an oversight committee for the SELPA and SELPA Local Plan, so the Board is able to provide the level of guidance that they are comfortable doing based on how they interact with their other priority areas. Member Kayatta wanted to know if there was any support that the Board could offer to have a more robust oversight at a committee type level for this type of plan. Member Kayatta wants to make sure that we are really supporting our CAC with their two core functions, which is providing resources to families who are involved in this, and being an oversight of SELPA.*

*Member Villa appreciates the current work, and the work with CDE.*

*Member Villa wants the Board to be updated as frequently as possible.*

*Member Villa would like there to be a way that the Board can receive information on steps that are happening, action items that are happening, or what's the next goal. Member Villa would like this in either a Board communication or on the agenda, and requesting an update on a monthly basis.*

*Member Jeane shared that the Board has really heavy hearts on this, and they are looking at the expertise of staff to make big change. Member*

*Jeane shared that she doesn't feel like she has a grasp on the educational program and special education system in our District, and the overarching system of it all. After hearing about the grand jury report, Member Jeane sent a message to the Superintendent sharing that she looks forward to partnering with everybody. Member Jeane knows this is an ongoing issue and a systemic issue, and wants to figure out how to make a system not built for students, help those students succeed.*

*Member Rhodes shared that in the coming Board meetings, we will make sure that we will have agenda items on this.*

*Member Jeane made a motion with a second from Member Villa. The Board voted 4-1 with Member Kayatta voting no, and Members Phillips and Singh absent. Student preferential yes vote.*

*10.2 Approve the Declaration of Need for Fully Qualified Educators for the 2024-2025 School Year (Cancy McArn)*

*Kristina Peña and Tami Mora present the Declaration of Need for Fully Qualified Educators for the 2024-2025 School Year. This was an action item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*No Board comment*

*Member Villa made a motion with a second from Member Kayatta. The Board voted 5-0 with Members Phillips and Singh absent. Student preferential yes vote.*

**11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE**

*11.1 Approval of 2024-25 Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, and CA Dashboard Local Indicators (Dr. Ed Eldridge)*

*Dr. Ed Eldridge shared the public hearing of the Local Control Accountability Plan that took place on June 6, 2024, feedback received from SCOE post-public hearing, submission of the district's California School Dashboard Local Indicators, and submission of the LCAP federal addendum. This was an*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Jeane thanked Dr. Ed Eldridge for all of the work being done. Member Villa is glad to see the new goals that were added in.*

*Member Rhodes thanked Dr. Ed Eldridge for the document and the work being done. Member Rhodes asked that moving forward, staff collaborate more and share information with committee members.*

*Member Villa made a motion with a second from Member Pritchett. The Board voted 5-0 with Members Phillips and Singh absent. Student preferential yes vote.*

*11.2 Adoption of Local Control Accountability Plans for Locally Funded “Dependent” Charter Schools (Dr. Ed Eldridge and Dr. Amanda Goldman)*

*Dr. Amanda Goldman presented and asked the Board to approve the Local Control Accountability Plans for locally funded “dependent” charter schools. This was an action item.*

*Public Comment:  
Jessica Martin  
Dr. Wicondra Stovall*

*Board Comment:  
No Board Comment*

*Member Jeane made a motion with a second from Member Pritchett. The Board voted 5-0 with Members Phillips and Singh absent. Student preferential yes vote.*

*11.3 Adopt FY 2024-25 Proposed Budget for All Funds (Janea Marking)*

*Janea Marking requested for the Board to approve the FY 2024-25 proposed budget for all funds. This was an action item.*

*Public Comment:  
No public comment*

*Board Comment:  
Member Villa looks forward to the reset.  
Member Jeane asked Janea Marking if she could email her the presentation speech, because she had shared some great points and wants time to process it more.*

*Member Jeane made a motion with a second from Member Villa. The Board voted 5-0 with Members Phillips and Singh absent. Student preferential yes vote.*

**12.0 COMMUNICATIONS**

12.1 *Student Member Report (Liliana Miller Segura)- Member Segura shared her appreciation for her time on the Board.*

12.2 *President's Report (Lavinia Phillips)-No report*

12.3 *Information Sharing by Board Members-Member Jeane enjoyed attending the graduations, and looking forward to addressing the heat for future graduations. Member Jeane shared that she is part of the California Teacher Association Union at our state level and National Education Association, and really excited that she will be attending an international conference where she will take part in conversations about education and democracy worldwide. Member Rhodes shared that on Saturday, June 29<sup>th</sup> at Meadowview Park, he is collaborating with Council Member Mai Vang to put on a concert in the park.*

### **13.0 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.***

#### ***13.1 Items Subject or Not Subject to Closed Session:***

*13.1a 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)*

*13.1b Approve Personnel Transactions (Cancy McArn)*

*13.1c Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of April 1-30, 2024 (Janea Marking)*

*13.1d Approve Purchase Order Board Report for the Period of April 15, 2024, through May 14, 2024 (Janea Marking)*

*13.1e Approve Donations to the District for the Period of April 1-31, 2024 (Janea Marking)*

*13.1f Approve Retention of 24 Muralists for RFQ #24-25737 School Mural Program, in Response to Request for Qualifications (Janea Marking)*

*13.1g Approval of Unauthorized Vendors (Janea Marking)*

*13.1h Approve Appointments to the District 7-11 Committee (Nathaniel Browning)*

*13.1i Approve 2024-2025 School Plan for Student Achievement (Mary Hardin Young & Kelley Odipo)*

*13.1j Approve Job Descriptions (Cancy McArn)*

*13.1k Approve Salary Schedules (Cancy McArn)*

*13.1l Approve Resolution No. 3424: Authorization of Personnel to Sign Orders on District Funds (Janea Marking)*

- 13.1m Approve Citizens' Bond Oversight Committee Consolidation (Chris Ralston)*
- 13.1n Approve 2024-25 Legal Contracts (Janea Marking)*
- 13.1o Approve Joint-Use Agreement Between Sacramento City Unified School District and Sacramento County Office of Education (Nathaniel Browning)*
- 13.1p Approve Minutes for the May 2, 2024, Regular Board of Education Meeting (Lisa Allen)*
- 13.1q Approve Minutes for the May 8, 2024, Special Board of Education Meeting (Lisa Allen)*
- 13.1r Approve Resolution No. 3427: Resolution Regarding Board Stipends (Lisa Allen)*
- 13.1s Approve Resolution No. 3428: Resolution Regarding Board Stipends (Lisa Allen)*
- 13.1t Approve Resolution No. 3426 for Declaring Property As Exempt Surplus Land (Chris Ralston)*
- 13.1u Approve the Agreement between First 5 Sacramento Commission and Sacramento City Unified School District (Yvonne Wright)*

*Member Rhodes shared that prior to voting on consent, he wanted to share that Cancy McArn is now going to be reclassified to Chief Human Resource Officer to Chief Human Resource Officer and Lead Negotiator, effectively July 1, 2023, and reflects in the Updated salary schedule under item 13.1k.*

*Public Comment:  
No public comment*

*Board Comment:  
No Board comment*

*Member Pritchett made a motion with a second from Member Villa. The Board voted 5-0 Members Phillips and Singh absent. Student preferential yes vote.*

**14.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS Receive Information**

*14.1 Business and Financial Information: Enrollment and Attendance Report, Month 8, Ending Friday, April 19, 2024 (Janea Marking)*

**15.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ August 8, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ September 5, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

## **16.0 ADJOURNMENT**

*The meeting adjourned at 10:23 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# 12.1k

**Meeting Date:** September 5, 2024

**Subject:** Approve Minutes for the August 8, 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 August 8, 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 August 8, 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

**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, August 8, 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*

## ***MINUTES***

**2024/25-1**

*Allotted Time*

**1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL**

*The meeting was called to order at 5:03 p.m.*

*Board Members Present:*

- Member Kayatta*
- Member Rhodes*
- Member Singh*
- Member Pritchett*
- Member Jeane*

*Board Members Absent:*

- Member Phillips*
- Member Villa*

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

*No public comment*

**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 (One Potential Case)**

b) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2024040986; OAH Case No. 2024040907; Sacramento County Superior Court Case No. 34-2022-00329898-CU-PO-GDS)

- 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 Government Code 54957- Public Employee Appointment (a) Approve- Principal, Sutterville Elementary
- 3.5 Education Code 35146- The Board will hear staff recommendation on the following student expulsions from 23-24: Expulsion #7 and #8 2023-2024 (David Van Natten)

#### **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

- 4.1 The Pledge of Allegiance
- 4.2 Welcomed New Student Board Member Justine Chueh-Griffith
- 4.3 Broadcast Statement by Student Board Member

#### **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

*There were 4 announcements that came out of closed session.*

*-The Board approved settlement agreements identified as OAH Case Nos. 2024040907; 2024040986 related to special education services each by a vote of 6-0 with Members Villa absent.*

*- The Board approved a settlement agreement in Sacramento County Superior Court Case No. 34-2022-00329898 by a vote of 6-0 with Member Villa absent. The material terms of the settlement include a one-time payment of \$61,500 and release of claims.*

*-By a vote of 6-0 with Board Member Villa absent, the Board approved the appointment of Frances Thompson as Principal, Sutterville Elementary School.*

#### **6.0 AGENDA ADOPTION**

*The Board adopted the agenda unanimously.*

## 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.*

*Erinn Leone*

## 8.0 COMMUNICATIONS

### 8.1 Employee Organization Reports:

- *SCTA- Nikki Milevsky introduced Alma Lepe Santana and Ian Moore from the District's equity team. Ms. Milevsky shared that the fight for racial, economic, and social justice is at the forefront of SCTA's mission, and they have been working for over a decade with community organizations like, the Black Parallel School Board to develop, implement, and support restorative practices culture throughout Sac City schools as well as advocating and negotiating mandated unconscious bias and Anti-racist trainings. Back in 2017, SCTA made their first proposal to the District to contractually embed restorative practices into their contract. They tried again to negotiate in the next reopener in 2020, and years later they continue advocating for such a cultural shift. Ms. Santana and Mr. Moore shared their profound appreciation to alliance of Anti-racist educators at SCUSD for drafting their policy proposal and reinvigorating this important discussion. They share the values expressed in the policy proposal and have been deeply troubled to learn the harms experienced by both students and educators. Ms. Santana shared that they know that disrupting the impacts of racism on our students is vital work for their education and their well-being. They also value protecting their colleagues from the harms of racism and agree that restorative practices are an important tool to help achieve our shared aims. They hope that the District and the alliance of Anti-racist educators can work together to bring this vision to fruition for the benefit of all of us in the District. Ms. Milevsky shared that their equity team is working with our resources at CTA to secure even more racial justice, equity, and human rights trainings this, and hope to have a schedule of available trainings soon. Ms. Milevsky appreciates the work with the District's engagement with SCTA and Sac State to create a long-term learning plan for our educators*

*that prioritizes culture and climate as well literacy and numeracy as well as multi-tiered systems of support. They hope that the information gathered in these surveys will be conducted in person during the 3-days before school starts to help them develop the best professional learning plan. They look forward to their upcoming negotiations where they will have the opportunity to embed and resource restorative culture into their CBA.*

- *SEIU- No update*
- *TCS- No update*
- *Teamsters- No update*
- *UPE- No update*

## 8.2 *District Advisory Committees:*

- *Student Advisory Council- No update*
- *Community Advisory Committee- No update*
- *District English Learner Advisory Committee- No update*
- *Local Control Accountability Plan/Parent Advisory Committee- No update*
  
- *Black/African American Advisory Board- Terrence Gladney shared that the work that B/AAAB is doing is all centered around the 13 recommendations which were adopted by the Board on May 16, 2019, with a goal of implementation in 2020. When they revisited that this year on May 16, 2024, it really was to reinvigorate conversation around the implementation of those recommendations, but doing it in a more approachable way, because we as a system do not have the expertise or history of implementing those things. The four opportunities really are a simple way to approach the 13 recommendations, and they hope to continue to work with the Board to do so. Through the public comment that has been uplifted tonight and the tone that this room has taken in the past few months, we know that the time is now as Board Member Babbit from Berkeley has said. Whether it's around African American Studies curriculum, really fixing our suspensions and expulsions, and all the components of our system that contribute to inequities, and historical failure on behalf of Black children. We have the opportunity right now and collective will to implement that. B/AAAB met with Dr. Luke Wood from Sacramento State last Friday. They recognize that we don't have the expertise internally as a system, so it's important to look outside to other partners, especially, those that are local that are doing things that are brave and innovative. Mr. Gladney shared that what Sac State is doing right now, should and could be a model for what we should do internally here at SCUSD. Mr. Gladney highlighted some of the recommendations to reintroduce them into the space. Some of the*

*things that they are working on and discussing at Sac State are academic achievement recommendations, implement research-based intervention and acceleration strategies to close persistent learning gaps, providing school to college and school to career experiences utilizing community stakeholders, culture and climate recommendations to provide professional development addressing inequitable disciplinary practices and mandate 100% faculty and staff attendance, and to adopt and implement curriculum that includes and reflects Black/African American experience.*

- *Community Schools Advisory Committee- Shannon Just shared that the committee is now meeting once a month. The last fourth Wednesday of the month, so their next meeting will be August 28<sup>th</sup>. Of the 18 community schools, 16 have hired their Community School Specialists, and their first official day will be next Wednesday. They are trying to hit the ground running and get caught up since they are two years behind. One of the things that the committee is doing is trying to meet the parents where they are and where they're at, and they know that from elementary schools back to school night are events that parents mostly attend. Over the summer, they crafted five basic questions to get started with parents and gather some initial data, so they can craft their needs and assets assessment for the rest of the year and moving forward. They have started at Luther Burbank. Since the community schools are in a feeder school structure, the committee is trying to get the Community School Specialists to work together in gathering the data for the needs and assets assessment.*

- *American Indian Education Program Parent Committee-  
No updated*

## **9.0 SPECIAL PRESENTATION**

### **9.1 Summer Matters 2024- Academics and Enrichment (Manpreet Kaur)**

*Staff shared the Summer Matters 2024 goals, overall numbers for who participated, learning and activities within the program, student ambassador program, and shared a video of highlights from Summer Matters. This was an information item.*

*Public Comment:  
No public comment*

*Board Comment:  
Member Jeane is excited that we got to start the school year with such an amazing report. Member Jeane thanked staff for their work and for giving students incredible experiences.*

*Member Kayatta wanted to uplift the focus on field trips and really wants to be a school district that invests in this. Member Kayatta wanted to know the reason for only offering most of these field trips to the older kids, and is there something that we can do to invest in offering these experiences to younger students next summer? Member Kayatta wanted to know if there is something that can be done to get the summer matters program into the regular school year, and it's something that he would like to explore.*

*Member Pritchett wanted to congratulate staff on their numbers in the program, and thinks it's incredible by how many kids were welcomed on campus this summer. Member Pritchett wanted to know what the requirement was for kids to be enrolled in the Summer Matters Program.*

*Member Singh shared that this was a great presentation. Member Singh shared that it's great to utilize our local spaces.*

*Member Chueh-Griffith shared that she appreciates all the work that staff is doing. Member Chueh-Griffith highlighted the student ambassador program.*

*Member Rhodes highlighted the ambassador program and open gym work that was done as Rosemont High School. Member Rhodes believes that the open gym work can be a model throughout the District.*

## **10.0 PUBLIC HEARING**

### *10.1 Public Hearing: Growth Public Schools (Amanda Goldman)*

*Amanda Goldman introduced the initial public hearing to consider support for the renewal petition for Growth Public Schools. Audria Johnson GPS' mission, the diverse student population, key program elements, social emotional learning, community satisfaction, student academic growth, and other highlights and successes. This was an information item.*

#### *Public Comment:*

*Moriah Hawth*

*Realyn McDaniel*

*Danaka Williams*

*Janiyah Crawford*

*Mariyah Crawford*

*Jeanette Rowe*

*Sat Singh*

*Laura Kerr*

#### *Board Comment:*

*Member Pritchett thanked Audria Johnson for the work that GPS is doing in her community. Member Pritchett wanted to know what GPS' enrollment size is now.*

*Member Kayatta shared that it doesn't look like the school has outdoor space, and wanted to know what the students do for recess and P.E.*

*Member Jeane wanted to know if there is anything that Amanda Goldman recommends that the Board check out in the charter agreement or budget. Member Jeane wanted to know what key challenges Audria Johnson is facing at GPS and how they plan to approach the challenges.*

*Member Rhodes wanted to know how GPS involves parents, students, and the broader community in decision making processes at the school site. Member Rhodes would like to see some type of mechanism to have real engagement from the stakeholders that we are trying to impact.*

*Member Chueh-Griffith shared that it is really great to hear that there is a welcoming and inclusive environment for Special Ed. Member Chueh-Griffith wanted to know if there are any policies, practices, or protocols that they have in place to create this inclusive environment for Special Ed.*

*Member Phillips shared that the Board anticipates a decision on the submitted charter petition will be scheduled for its meeting of September 19<sup>th</sup>. As a reminder, public comments may be submitted in writing prior to the meeting for the Board's consideration.*

#### *10.2 Public Hearing: St. Hope Public School 7 (Amanda Goldman)*

*Amanda Goldman introduced the initial public hearing to consider support for the renewal petition for St. Hope Public School 7. Cassandra Jennings, Lisa Ruda, Kristen Meyer, and Elisha Ferguson Parsons presented on introduction and highlights, the diverse student population, track record of success, strong outcomes for underserved students, their state-of-the-art elementary school campus, award-winning programs, and commitment to success. This was an information item.*

#### *Public Comment:*

*Nia Parker*

*Aubreyelle Arrington*

*Samira Guy*

*Brandon Jefferson*

*Mo Kashmiri*

#### *Board Comment:*

*Member Phillips shared that the Board anticipates a decision on the submitted charter petition will be scheduled for its meeting of September 19<sup>th</sup>. As a reminder, public comments may be submitted in writing prior to the meeting for the Board's consideration.*

*Member Jeane wanted to know if there is anything that Amanda Goldman recommends that the Board check out in the charter agreement around budget, credentialing, or anything else. Member Jeane wanted to know what key challenges Cassandra Jennings and Lisa Ruda are facing, and how they plan to overcome the challenges.*

*Member Pritchett wanted to know what the District's role to help support our charters throughout the process before they get to the renewal period.*



*Member Phillips appreciates this coming before the Board. Member Phillips shared her personal experience with her son going to PS7.*

*10.3 Public Hearing: Sacramento Charter High School  
(Amanda Goldman)*

*Amanda Goldman introduced the initial public hearing to consider support for the renewal petition for Sacramento Charter High School. Cassandra Jennings, Lisa Ruda, and Christina Williams-James shared an introduction and highlights, the 5 pillars of excellence, the diverse student population, sending scholars to college, college-prep programs, track record of success, and award-winning programs.*

*Public Comment:*

*Mo Kashmiri*

*Mara Harvey*

*Brad Bernstein*

*Makauis Small*

*Nancy Bean*

*Takayla Johnson*

*Pastor Darryl Heath*

*Board Comment:*

*Member Kayatta shared that there is a controversial history around the forming of these schools. Member Kayatta wants to focus on Lisa Ruda's comment around worrying about where we are now, and not the history. Member Kayatta shared that the governance issues that were identified through our auditor are a very real concern. Member Kayatta wants to ensure that funds are spent on the students, on their academic plans, and their outcomes. Member Kayatta wants to make sure that we're appropriately following the law. In response to the plan that Ms. Ruda has mentioned, Member Kayatta wants to make sure that it's a very robust and clear plan. Member Kayatta shares the sentiment that Ms. Ruda shared with ABC 10 about how it's unfortunate that this conversation is happening now. Member Kayatta shared that Amanda Goldman has been doing a great job at trying to ramp up our ongoing monitoring.*

*Member Jeane wanted to know if there is anything that Amanda Goldman would want to draw the Board's attention to. Member Jeane wanted to know what the key challenges are, and how they plan to overcome the challenges. Member Jeane shared that students deserve to have the public monies that are meant for them, spent on them. Member Jeane shared that when she asked what challenges Ms. Ruda was facing, it felt inauthentic and in transparent, and she looks forward to the report around these charter petitions from SCUSD.*

*Member Singh shared that we have an obligation and duty to make sure that we make informed, educated, and smart decisions. In doing that, Member Singh shared that the Board needs to ask certain*

*questions and those questions will help them inform the decisions that the Board needs to make.*

*Member Chueh-Griffith thanked the students who came out to share their stories, however, she wanted to acknowledge that she has heard negative stories about Sac High having a lack of curriculum and teachers. Member Chueh-Griffith wanted to know if staff believes they have issues with staffing, and if so, what is being done to address those.*

*Member Pritchett wanted to clarify what the next steps are. Member Pritchett shared that it is all of our responsibility to ensure that these students get the best education.*

*Member Phillips wants the public to understand that we're accepting some level of humility with regard to our perception of wherever we think perfection is for us, and that should be the same with these folks. Member Phillips shared that they're looking inside, and internally figuring out how they need to answer to us, and the work that they're doing is the same work that the Board has been doing to make the changes that they're making.*

*Member Phillips shared that change can be good. Member Phillips shared that the Board anticipates a decision on the submitted charter petition will be scheduled for its meeting of September 19<sup>th</sup>. As a reminder, public comments may be submitted in writing prior to the meeting for the Board's consideration.*

*10.4 Public Hearing on Adoption of Resolution No. 3432 to Adopt 2024 Developer Fee Justification Study and Developer Fee Increase (Nathaniel Browning)*

*Nathaniel Browning, Ben Wangberg, and Doug Floyd presented an overview of Level 1 fees, requirements, study methodology, commercial fees, and the Level 1 fees adoption process. This was an action item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Jeane wanted to confirm that the high rises being built in Midtown are a part of this development.*

*Member Kayatta shared that one of our priorities should be to incentivize housing for those who need it the most. Consistent with that priority, Member Kayatta is wondering what the appropriateness and legality would be of us structuring our impact fees. Member Kayatta's request to staff is that when we have the opportunity to look at ways to incentivize housing, it's something that should be on our mind as a District. Member Kayatta shared that the District has excess properties, and we should at least partially be in the business of trying to see what we can do to get housing for our workforce.*

*Member Chueh-Griffith asked about the school facilities bond on the November ballot for school building construction and maintenance.*

*Member Chueh-Griffith wanted to know if SCUSD would receive any of*

*this bond money if it were to pass, and if so, would this change financial needs or associated student costs.*

*Member Singh wanted to clarify what interim housing is.*

*Member Pritchett made a motion with a second from Member Jeane. The Board voted 5-0 with a student preferential yes vote.*

## **11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE**

### **11.1 Approve the Submission of a Credential Waivers Applications to the California Commission of Teacher Credentialing (Kristina Peña)**

*Kristina Peña shared that California Commission on Teacher Credentialing (CCTC) requires that every waiver request go through a public notice process at the local level and must be Board approved in a public meeting prior to the submission of the employing agency to CCTC. This was an action item.*

*Public Comment:*

*No public comment*

*Board Comment:*

*Member Jeane wanted to know if some of these individuals are coming in as a second career educator with wonderful CTE experience, and then they need the time to get the credential to be able to teach.*

*Member Pritchett made a motion with a second from Member Jeane. The Board voted 5-0 with a student preferential yes vote.*

## **12.0 COMMUNICATIONS**

### **12.1 Student Member Report (Justine Chueh-Griffith)-**

*Member Chueh-Griffith thanked the Board for welcoming her at her first meeting on the Board. Member Chueh-Griffith gave a shout out to Vanessa Reyes for all the help that she has provided, and Member Segura for helping her along this process. Member Chueh-Griffith shared that SAC is still looking for more students to join from American Legion, Burbank High School, Health Professions, Hiram Johnson, George Washington Carver, The Met, and Umoja International. SAC is getting ready to have their orientation soon. Member Chueh-Griffith highlighted her brother and was happy that he was able to come out this evening.*

### **12.2 Superintendent's Report (Lisa Allen)-**

*Superintendent Allen had the pleasure of joining the staff at New Joseph Bonheim Community Charter to welcome students and family. Tomorrow, The Met and Sacramento New Tech Early College High School will be returning to class, and all other schools will begin Monday, August 19th.*

### **12.3 President's Report (Lavinia Phillips)-No report**

## 12.4 Information Sharing by Board Members-

Member Rhodes shared that on August 10<sup>th</sup> from 9-11am at the Mack Road Valley High Community Center, will be holding a free backpack and supplies giveaway. Member Singh thanked the Athletic Director from Hiram Johnson for assisted with a student who was interested in attending the school. The Athletic Director invited the student to come try out for one of the teams, and it sounds like it is going to be a good fit. Member Singh shared that we have staff so dedicated to our District for someone to be out there and welcoming to a family that is coming to take a look. Member Singh shared that this is something that really breaks stereotypes and stigmas, and really creates an inclusive District here. Member Jeane recently participated in the International 10<sup>th</sup> World's Congress which is the International Educator Teacher Union. Member Jeane shared that there were 1300 educators from 170+ different countries, and had the chance to debate the many issues of education.

### 13.0 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.*

#### 13.1 Items Subject or Not Subject to Closed Session:

- 13.1a 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)
- 13.1b Approve Contracts Report >\$15,000 (Janea Marking)
- 13.1c Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of May 1-31, 2024 (Janea Marking)
- 13.1d Approve Purchase Order Board Report for the Period of May 15, 2023- June 14, 2024 and June 15, 2024- July 14, 2024 (Janea Marking)
- 13.1e Approve Donations to the District for the Period of May 1-31, 2024 (Janea Marking)
- 13.1f Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period of April 2024 through June 2024 (Cancy McArn)
- 13.1g Approval of Intergovernmental Agreement between Sacramento County Office of Education and Sacramento City Unified School District (Janea Marking)
- 13.1h Approve Staff Recommendation for Expulsions #7 and #8 2023-2024 (Mary Hardin Young & David Van Natten)
- 13.1i Approve Resolution No. 3429: Approving the Sacramento City Unified School District Community Facilities District No. 2 Tax Report for Fiscal Year 2023-2024

*and Levying and Apportioning the Special Tax as Provided Therein (Janea Marking & Nathaniel Browning)*

*13.1j Approve License Agreement Between Sacramento City Unified School District and Sacramento Regional Transit for Parking at 2401 Florin Road. (Janea Marking & Nathaniel Browning)*

*13.1k Approve Resolution No. 3430: Resolution Of Intention To Convey Public Utility Easement To Sacramento Municipal Utility District At Oak Ridge Elementary School (Janea Marking & Ben Wangberg)*

*13.1l Approve New Citizen Bond Oversight Committee Member (Janea Marking & Nathaniel Browning)*

*13.1m Approval of Unauthorized Vendors (Janea Marking)*

*13.1n Approve Resolution No. 3431: Designation for Applicant's Agent Resolution for Non-State Agencies (Janea Marking)*

*13.1o Approve SETA Head Start Change in Center for 2024-25 school year (Yvonne Wright)*

*13.1p Approve SETA Early Head Start for Start No-Cost Extension Basic/COLA/QI 2024-25 school year (Yvonne Wright)*

*13.1q Approve SETA Head Start Head Start No-Cost Extension for 2024-25 school year (Yvonne Wright)*

*13.1r Approve Personnel Transactions (Cancy McArn)*

*Public Comment:  
Mo Kashmiri*

*Board Comment:  
Member Singh wanted to gather clarification on the public comment made around 13.1l.*

*Member Rhodes made a motion with a second from Member Pritchett. The Board voted 5-0 with a student preferential yes vote.*

**14.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS **Receive Information****

*14.1 Business and Financial Information: Enrollment and Attendance Report, Month 9, Ending Friday, May 17, 2024, and Enrollment and Attendance Report, Month 10, Ending Friday, June 14, 2024 (Janea Marking)*

*Business and Financial Information received.*

**15.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *September 5, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*
- ✓ *September 19, 2024, 5:00 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47<sup>th</sup> Avenue, Community Room, Regular Workshop Meeting*

## **16.0 ADJOURNMENT**

*The meeting adjourned at 9:42 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# 12.11

**Meeting Date:** September 5, 2024

**Subject:** **Approve Resolution No. 3433 Resolution to Convey Public Utilities Easement to Sacramento Municipal Utility District at Oak Ridge 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 10.1, approve Resolution No. 3433, which conveys utility easement entitlements to Sacramento Municipal Utility District for the Oak Ridge Elementary School construction project.

**Background/Rationale:** The District is rebuilding Oak Ridge Elementary and Sacramento Municipal Utility District has jurisdiction over the electrical distribution facilities that serve the Oak Ridge site. Sacramento Municipal Utility District requires a utility easement to move and provide electrical services to the site.

**Financial Considerations:** N/A

**LCAP Goal(s):** Maintain Safe Learning Environments & Dismantle Inequities; Maintain Safe & Clean Environments and Sufficient Supplies

**Documents Attached:**

1. Resolution No. 3433
2. SMUD Commitment Letter and Easement Documents

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

**Submitted by:** Ben Wangberg, Facilities Planning Manager

Nathaniel Browning, Director of Capital Projects, Facilities,  
and Resource Management

**Approved by:** Chris Ralston, Assistant Superintendent of Facilities

Janea Marking, Chief Business and Operations Office

Lisa Allen, Superintendent



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**RESOLUTION NO. 3433**

**RESOLUTION TO CONVEY PUBLIC UTILITIES EASEMENT TO SACRAMENTO  
MUNICIPAL UTILITY DISTRICT AT OAK RIDGE ELEMENTARY SCHOOL**

**WHEREAS**, the Sacramento City Unified School District (“District”) owns the property at Oak Ridge Elementary School located at 4501 Martin Luther King Jr. Blvd., in the County of Sacramento;

**WHEREAS**, District’s request for Sacramento Municipal Utility District Electrical Service at Oak Ridge School requires installation in accordance with Sacramento Municipal Utility District’s rules and regulations;

**WHEREAS**, Sacramento Municipal Utility District is seeking to acquire a permanent easement (“Permanent Easement”) for the Utility Access, which will consist of the installation of two (2) utility access facilities, one near the north western property line and a one near the East property line. The access pad on the western side of the property will be approximately 24 square feet and the eastern access will be approximately 49 square feet connected by underground conduit;

**WHEREAS**, utilities are necessary for the provision of adequate school housing;

**WHEREAS**, Sacramento Municipal Utility District’s design team has drafted an Easement Right of Way;

**WHEREAS**, the Utility Easement totals 74 square feet of concrete pads that are connected by 510 linear feet of underground conduit and include necessary utility facilities and infrastructure required by Sacramento Municipal Utility District;

**WHEREAS**, The Board of Education adopted Resolution No. 3430 at the August 8, 2024 meeting, declaring its intention to convey easement entitlements to Sacramento Municipal Utility District for utilities; and

**WHEREAS**, Resolution No. 3430 was posted in three public locations within the District and a Notice of Public Hearing was published in The Daily Recorder on August 27, 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 Sacramento Municipal Utility District for utilities to Oak Ridge Elementary located at 4501 Martin Luther King Jr. Blvd., 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 Sacramento Municipal Utility District 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



June 9, 2023

SACRAMENTO CITY UNIFIED SCHOOL
ATTENTION: DANNY MCKEVITT
425 1ST AVE
SACRAMENTO CA 95818

Notification # 32228966

SMUD COMMITMENT LETTER

Thank you for submitting your plans for 4501 MARTIN LUTHER KING JR. BL for an electric service commitment. Your cooperation enables us to give you the best service possible, as well as provide for your future requirements.

We are returning one copy of your plans indicating the service location and other requirements checked below. Our commitment is subject to changing conditions and, as a result, may not be valid after twelve months.

Please contact the Designer if additional information is desired.

Designer: KEITH BRENK Telephone (916) 732-7339

Service will be: Overhead [ ] Underground [X]
Volts: 277/480 Phase: THREE Wire: 4 Type: WYE

(Street light service voltage will be the same as above.)

Transformer pad required: Yes [X] No [ ] SMUD Dwg. UVD 2.2 & 2.2A
Conduit required: Yes [X] No [ ] (see sketch)
Right-of-way required: Yes [X] No [ ]
Transformer protection required: Yes [ ] No [X] see sketch and SMUD Dwg. N/A
Primary pull box required: Yes [X] No [ ] SMUD Dwg. UVC 1.2, & 1.2.9
Secondary J – Box Required: Yes [ ] No [X] SMUD Dwg. N/A
Service box required: Yes [ ] No [X] SMUD Dwg. N/A
Switchgear pad required: Yes [ ] No [X] SMUD Dwg. N/A
Other requirements: See enclosed Booklet [X] Prints [X]

\*A maximum fault current of 34,100 amps, symmetrical, is based on the largest transformer that could be needed to serve the Single [X] Combined [ ] main sizes of 1600 amps under the following assumptions:

- 1. The largest transformer that could be needed is 1500 kVA with 5.3 % impedance
2. A primary system impedance of zero ohms
3. No motor contributions to the fault, and
4. Zero ohms fault impedance

The meter(s) shall be located on the exterior of the building. When it is absolutely necessary to locate meters in locked rooms, cabinets, or fenced enclosures, consult SMUD's Field Metering at (916) 732-5167.

\*If future load growth necessitates increasing the main switch size, the available fault current should be recalculated.

NOTE: This commitment letter may be required by local inspection authority as part of its plan check requirements.



June 5, 2023

SACRAMENTO CITY UNIFIED SCHOOL  
ATTENTION: DANNY MCKEVITT  
425 1ST AVE  
SACRAMENTO CA 95818

**SUBJECT: ELECTRIC SERVICE REQUIREMENTS**

**Project Location: 4501 MARTIN LUTHER KING JR. BL**

**Notification # 32228966**

In order to schedule construction activity to provide timely permanent electric service to your development, the Sacramento Municipal Utility District (SMUD) requires the following:

- A. Property owner will sign and return the enclosed Conveyance of Electric Distribution Facilities. Please Note: SMUD construction cannot be scheduled until signed documents are returned.
- B. Developer's compliance with SMUD Rules and Electric Service Requirements. Copies are available upon request.
- C. Due to the time needed for construction scheduling, SMUD fees need to be paid as soon as possible after receipt of the billing contract.
- D. Costs for relocating or modifying SMUD facilities, whether in a street or private right-of-way, as a result of a commercial, industrial, or apartment development, shall be reimbursed by the developer prior to any work being done by SMUD.
- E. The project coordinator should notify SMUD's Designer of any changes in the project's estimated start date to avoid unnecessary delays of SMUD construction.
- F. SMUD may need to secure an easement from you and possibly other private parties and/or permits from various public agencies to provide electric service to your development. If an easement is required, SMUD's Real Estate Services will contact you, typically within 2-3 weeks to properly execute a Grant of Easement, please see attached example. If you have questions or concerns regarding these items, please contact your assigned SMUD Designer as SMUD construction cannot start until these requirements are satisfied.
- G. Party responsible for electric bills should make application for service with SMUD Customer Services Department at 1-888-742-7683 as soon as possible. Connection of electric service can be scheduled upon receipt of the electrical inspection by the city/county.
- H. All metering and switchgear design and placement must be submitted and approved by SMUD's Field Metering prior to installation. Please submit metering and switchgear designs to SMUD at [metershopsubmittals@smud.org](mailto:metershopsubmittals@smud.org) or mail to: SMUD, Attention: Field Metering, Mail Stop EB 102, 4401 Bradshaw Road, Sacramento, CA 95827-3834 or contact them at (916) 732-5167.
- I. Multi-unit buildings must be addressed in compliance with the enclosed addressing guidelines prior to connection of electric service. A copy of the site plan showing building addresses, unit numbers, and electric service locations should be received by SMUD's Designer at least ten (10) working days prior to obtaining City/County inspection approval in order to avoid service delays. Meters cannot be set until specific building addresses and unit numbers are known and clearly identified on buildings and electric service equipment.

- J. The project coordinator will conduct an on-site pre-construction meeting with a SMUD inspector a minimum of 48 hours in advance of construction. At the time of your pre-construction meeting you will need to supply SMUD's inspector with a copy of your building permit and a valid electrical service need date. Inspection of SMUD's required civil improvements cannot begin without these items nor until the meeting has been held. To schedule your appointment, please call (916) 732-5990.

Please retain these requirements for your information.

Sincerely,

KEITH BRENK  
Engineering Designer  
Design and Construction Services  
Grid Assets  
(916) 732-7339



June 5, 2023

SACRAMENTO CITY UNIFIED SCHOOL  
ATTENTION: DANNY MCKEVITT  
425 1ST AVE  
SACRAMENTO CA 95818

**Notification # 32228966**

**SUBJECT: CONVEYANCE OF ELECTRIC DISTRIBUTION FACILITIES**

In response to your request for service at **4501 MARTIN LUTHER KING JR. BL**, the Sacramento Municipal Utility District (SMUD) proposes to install electrical facilities (cable, transformers, switchgear) within or upon certain underground electric distribution facilities (conduits, boxes, pads) to be installed by the property owner as shown on the attached drawing.

SMUD required facilities are to be installed in accordance with its rules and regulations. Conveyance of the owner provided electric distribution facilities will be made to SMUD upon inspection approval.

Standard District Procedure is to obtain this conveyance after SMUD inspectors have approved the owner's installation of the facilities which can sometimes result in delays in providing service. In order to avoid delays SMUD will accept conveyance of these facilities prior to the owner's installation and SMUD inspection approval, provided the legal property owner(s) agree:

- A. To install SMUD required electric distribution facilities, with above ground appurtenances as described below and in the attached drawing. Such installation will be in accordance with SMUD Rules, Regulations, and Electric Service Requirements.
- B. To grant title to the installed facilities to SMUD.
- C. To ensure integrity and accuracy of facilities (conduits, boxes, pads, etc.) for one year upon system being completed and energized.

Those electric distribution facilities conveyed to SMUD consist of:\*

_____	Ft. - 2" Conduit
_____	Ft. - 3" Conduit
<u>1040</u>	Ft. - 4" Conduit
_____	Ft. - 5" Conduit
_____	Ft. - 6" Conduit
<u>1</u>	Each Transformer Pad(s)
<u>1</u>	Each Primary Pull Box(es)
_____	Each Secondary J – Box(es)
_____	Each Service Box(es)
_____	Each Switchgear Pad(s)

\*Conduit footages are approximate.



Please indicate your acceptance by signing in the space provided and returning this letter to SMUD Distribution Line Design, Grid Assets, 4401 Bradshaw Rd., MS EA105, Sacramento, CA 95827-3834.

I, \_\_\_\_\_, owner and grantor agree to the terms and conditions stated above and hereby grant, bargain, and convey to SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, Grantee, its successors and assigns, free and clear of all liens and encumbrances, those certain underground electric distribution facilities, with any above ground appurtenances described above and in the attached drawing, now installed or to be installed on or adjacent to grantor's premises in the County of Sacramento, State of California.

\_\_\_\_\_  
Owner Name Signature

\_\_\_\_\_  
Owner Name Print

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Designer Name: KEITH BRENK

Notification #: **32228966**



No fee for recordation  
Govt. Code Sec 6103  
RECORD AT REQUEST OF AND RETURN TO:  
Sacramento Municipal Utility District  
Attention: Real Estate Services MS B209  
PO Box 15830  
Sacramento, CA 95852-1830  
NO COUNTY TRANSFER TAX DUE  
PER R & T Code 11922  
SMUD BY:

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

A.P.N. Ptn

R/W \*  
SO \*

## SAMPLE TEMPLATE

### GRANT OF EASEMENT

**\* Grantor(s), is the owner of record of that certain real property located in Sacramento County, California, designated by the above referenced Assessor's Parcel Number and more fully described as follows:**

\*

**Grantor(s) hereby grant(s) to SACRAMENTO MUNICIPAL UTILITY DISTRICT (SMUD), a municipal utility district, Grantee, and its successors and assigns, the right from time to time to construct, place, inspect, remove, replace, maintain and use electrical and communication facilities consisting of underground conduits, wires and cables, with associated, above-ground or below-ground transformers, transformer pads, pedestals, service equipment, terminals, splicing, switching and pull boxes, switch and fuse cubicles, cubicle pads, risers, poles, and all other necessary fixtures and appurtenances (Facilities), within the following Easement Area described in EXHIBIT A attached hereto and made a part hereof.**

Said right includes the trimming and removal by Grantee of any trees or foliage along the Easement Area considered necessary for the complete enjoyment thereof and the right of ingress to and egress from said Easement Area for the purpose of exercising and performing all rights and privileges granted herein. In addition, the Easement Area shall be kept clear of any building or other structure and Grantor will not drill or operate any well within the Easement Area.

Grantor understands and acknowledges that the Facilities will be installed within the Easement Area based on Grantee's design and actual site conditions. Upon completion of the installation, SMUD shall obtain a survey by a licensed land surveyor setting forth a legal description of the area actually occupied by the Facilities and required for complete enjoyment of the rights granted herein. SMUD will, within a reasonable period of time, record a Notice of Final Description of Easement Area referencing this document and setting forth the legal description of the surveyed area, which will thereupon become the Easement Area. Upon recordation of the Notice of Final Description, the scope of the easement granted by this document shall be limited to the property described in the Notice of Final Description plus the rights of ingress and egress.

Dated: \_\_\_\_\_

\*Signature Block\* \_\_\_\_\_

## **EXHIBIT A**

The centerline of the 5 foot Easement Area shall be coincidental with the centerline of the said Facilities constructed in, on, over, under, across and along the Grantor(s) property. Additionally, the Easement Area will include the area occupied by the SMUD Facilities and appurtenances.

## ADDRESSING GUIDELINES FOR MULTI-UNIT BUILDINGS

An efficient method of addressing new buildings in the Sacramento area has been mutually agreed on by Fire, Police, Postal Service, Public Works, and utility companies. The advent of automated mail processing and computer controlled emergency services (911 System) has made it critical that proper addressing be emphasized. This is a guide for developers, managers and owners to use when addressing a new project.

Multiple buildings in same complex:

- One street address for entire complex

Each unit has a separate unique numeric address – no duplicates.

Example: 1000 Main St Units 1 – 96

Note: This is the method preferred by the Sacramento County Sheriff's Department.

or

- A separate street address for each building in complex

Each unit has a separate unique numeric address – no duplicates within the complex.

Example: 1000 Main St Units 1 – 16  
1002 Main St Units 17 – 32  
1004 Main St Units 33 – 48, etc.

(Note: Unit numbers increase as street numbers increase.)

or

Unit numbering repeats, but is not duplicated within each street address.  
(Least Preferred)

Example: 1000 Main St Units 1 – 16  
1002 Main St Units 1 – 16  
1004 Main St Units 1 – 16, etc.

For two-story buildings, use odd numbers downstairs, and even numbers upstairs.

For multi-story buildings, use sequential numbering for each floor.

Example: 1st floor 100 – 199  
2nd floor 200 – 299  
3rd floor 300 – 399, etc.

Do not do this:

- One street address for entire complex with
  - Buildings numbered or lettered
  - Unit numbers or letters duplicated



RECORD AT REQUEST OF AND RETURN TO:  
Sacramento Municipal Utility District  
Attention: Real Estate Services – B 209  
P. O. Box 15830  
Sacramento, CA 95852-1830

No Fee Document – Per Govt. Code Sec. 6103 & 27383  
No County Transfer Tax Per R & T Code 11922

SMUD BY: gh ARWS

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

APN: 020-0220-004-0000

R/W U-2023/145  
SO 30186405

### GRANT OF EASEMENT

Sacramento City Unified School District, Grantor, is the owner of record of that certain real property located in Sacramento County, California, designated by the above referenced Assessor's Parcel Number and more fully described as follows:

*As described in that certain GRANT DEED, dated April 24, 1950, recorded in the office of the Recorder of Sacramento County on November 14, 1950, in Book 1943 of Official Records at Page 448.*

Grantor hereby grants to SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, Grantee, and its successors and assigns, the right from time to time to construct, place, inspect, remove, replace, maintain and use electrical and communication facilities consisting of underground conduits, wires and cables, with associated, above-ground or below-ground transformers, transformer pads, pedestals, service equipment, terminals, splicing, switching and pull boxes, switch and fuse cubicles, cubicle pads, and all other necessary fixtures and appurtenances (Facilities), within the following Easement Area described in EXHIBIT A attached hereto and made a part hereof.

Said right includes the trimming and removal by Grantee of any trees or foliage along the Easement Area considered necessary for the complete enjoyment thereof and the right of ingress to and egress from said Easement Area for the purpose of exercising and performing all rights and privileges granted herein. In addition, the Easement Area shall be kept clear of any building or other structure and Grantor will not drill or operate any well within the Easement Area.

Grantor understands and acknowledges that the Facilities will be installed within the Easement Area based on Grantee's design and actual site conditions. Upon completion of the installation, Grantee shall obtain a survey by a licensed land surveyor setting forth a legal description of the area actually occupied by the Facilities and required for complete enjoyment of the rights granted herein. Grantee will, within a reasonable period of time, record a Notice of Final Description of Easement Area referencing this document and setting forth the legal description of the surveyed area, which will thereupon become the Easement Area. Upon recordation of the Notice of Final Description, the scope of the easement granted by this document shall be limited to the property described in the Notice of Final Description plus the rights of ingress and egress.

Dated: \_\_\_\_\_

Grantor: Sacramento City Unified School District

BY: \_\_\_\_\_

Print Name: \_\_\_\_\_

Its: \_\_\_\_\_

DEVELOPER IS RESPONSIBLE FOR THE FOLLOWING:

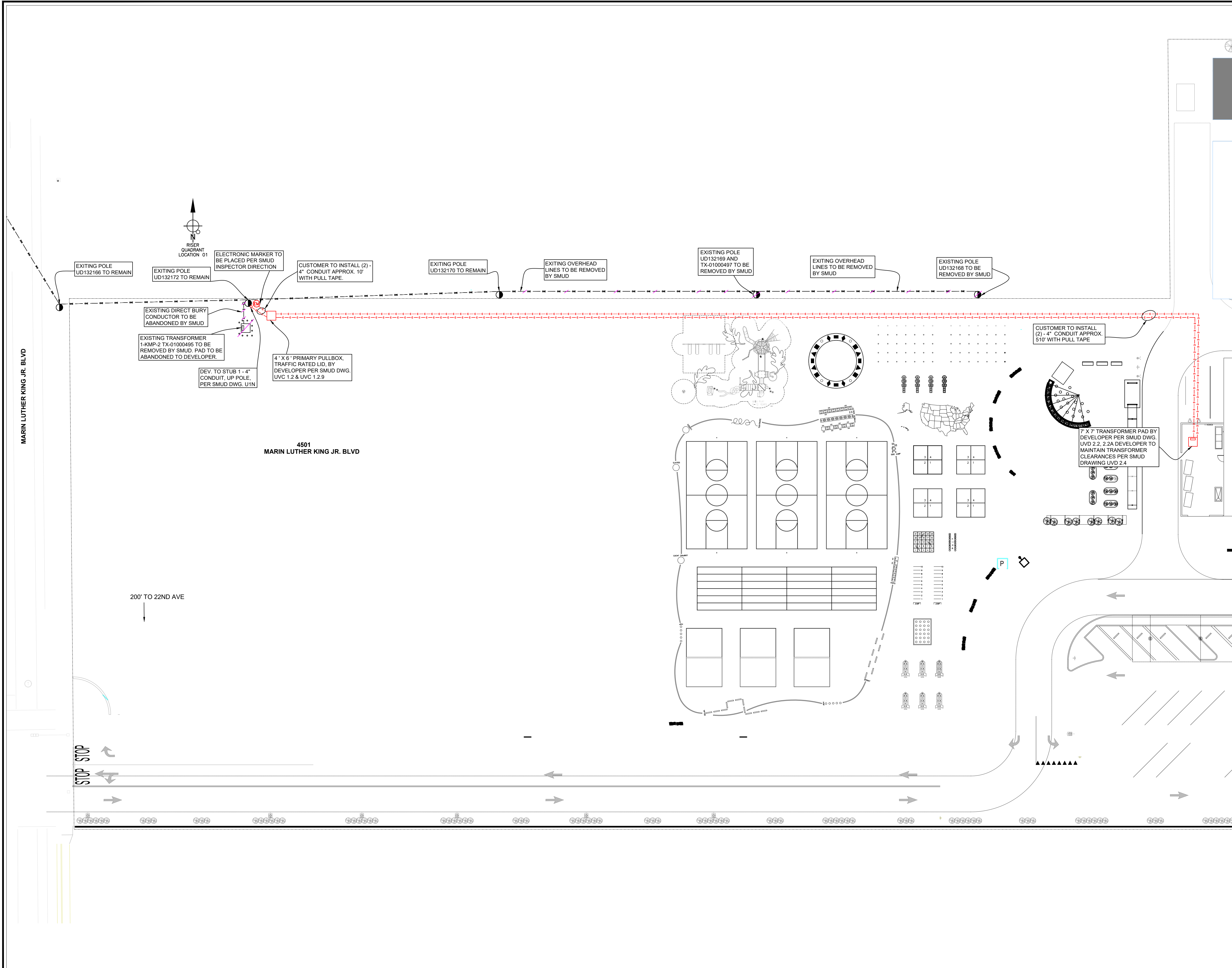
1. Call U. S. A. at 811 prior to digging.
2. All metering and switchgear design and placement must be submitted and approved by SMUD's Field Metering prior to installation. Please submit metering and switchgear designs to SMUD at [metershops@smud.org](mailto:metershops@smud.org), mail to: Sacramento Municipal Utility District, Attention: Field Metering, Mail Stop EB 102, 4401 Bradshaw Road, Sacramento, CA 95827-3834 or contact them at (916) 732-5167.
3. All metering equipment shall be located on the outside of the building. The metering equipment is NOT ALLOWED to be located inside the building. Metering equipment shall include: metering sections, current and potential transformer sections, pull sections, and the main disconnect. Any questions regarding deviation of this requirement, please contact Field Metering @ (916) 732-5167. For meter room requirements and specifications, see SMUD Electric Service Requirements Booklet, **Commercial Industrial Engineering Specification T004**.
4. For multi-meter installations that are fed by a transformer larger than 150KVA and secondary voltage of 277/480V, a shutdown will be required for each meter installation. Developers have an option to reduce the number of shutdowns for each subsequent meter install by installing switchgear with a lockable main breaker panel which cannot be removed with the breaker in the open position. Any questions regarding this requirement please contact Field Metering at (916) 732-5167.
5. SMUD equipment shall be accessible to a 26,000 pound SMUD service vehicle in all weather. SMUD equipment shall be no further than 15 feet from a drivable surface. The drivable surface shall have a minimum width of 20 feet.
6. No obstructions are permitted and level terrain is required around all operable SMUD equipment doors (Transformers, Cubicles, T-Taps, etc.). No planting of trees within eight (8) feet of all sides of any operable SMUD equipment. For equipment clearances and specifications see SMUD Electric Service Requirements Booklet, **Distribution Underground Structure Engineering Specification T007**. See Appendix B for material manufacturers.
7. Buildings shall not overhang SMUD equipment/easements unless approved in writing by a SMUD Designer.
8. Joint trench to be a maximum 59' deep and remain minimum of 5 feet from footings of any building or structure. All conduit(s) to be inspected by SMUD inspector prior to backfilling and pouring concrete. Conduit(s) to be PVC-DB 120 grade or better. SMUD approved pull tape required. All elbows to be schedule 40 or better. Concrete encasement may be required. See Electric Service Requirements booklet, **Distribution Underground Structure Engineering Specification T007** and SMUD commitment sketch.
9. Maximum number of utility conduits allowed to rise on a pole is three. Please review utility conduit risers with SMUD Inspector prior to placement of conduits on poles.
10. An on-site pre-construction meeting with a SMUD inspector is mandatory 48 hours in advance of construction. Copies of the local agency building permit will be required prior to scheduling pre-construction meetings with SMUD inspectors for non-residential developments. To schedule your appointment, please call (916) 732-5990.
11. Only those electrical conduits intended for electric service shall be placed under a SMUD transformer pad. The placement of other conduits or structures foreign to the electric service must be approved in writing by a SMUD Designer.
12. Customer service runs are per local agency codes and inspected and approved by the local inspection agency. Customer is responsible for and will be required to provide SMUD approved connectors and compression tooling for any non-standard SMUD secondary conductors. Please contact SMUD's Designer when necessary.
13. A grant of right-of-way to SMUD may be required for conduit runs, vaults, transformer pads, etc. prior to any SMUD construction.
14. Any street light required by the City or County must be coordinated with SMUD.
15. Service voltage will be **277/480 volts, THREE phase, 4 wire, WYE**. Street light service voltage will be the same.
16. Any deviation from this commitment must be approved by a SMUD Designer or SMUD Inspector prior to installation of underground facilities.
17. PLEASE NOTE: It is the responsibility of the developer to install all infrastructure as shown per SMUD commitment drawing as SMUD does not review or approve developer composite drawings.
18. PLEASE NOTE: SMUD commitments are valid for twelve (12) months. SMUD reserves the right to revise SMUD commitments after this period. A new SMUD commitment will normally be required unless a customer has requested and received written approval for a longer period of time from a SMUD Designer.

ORDER # 30186405

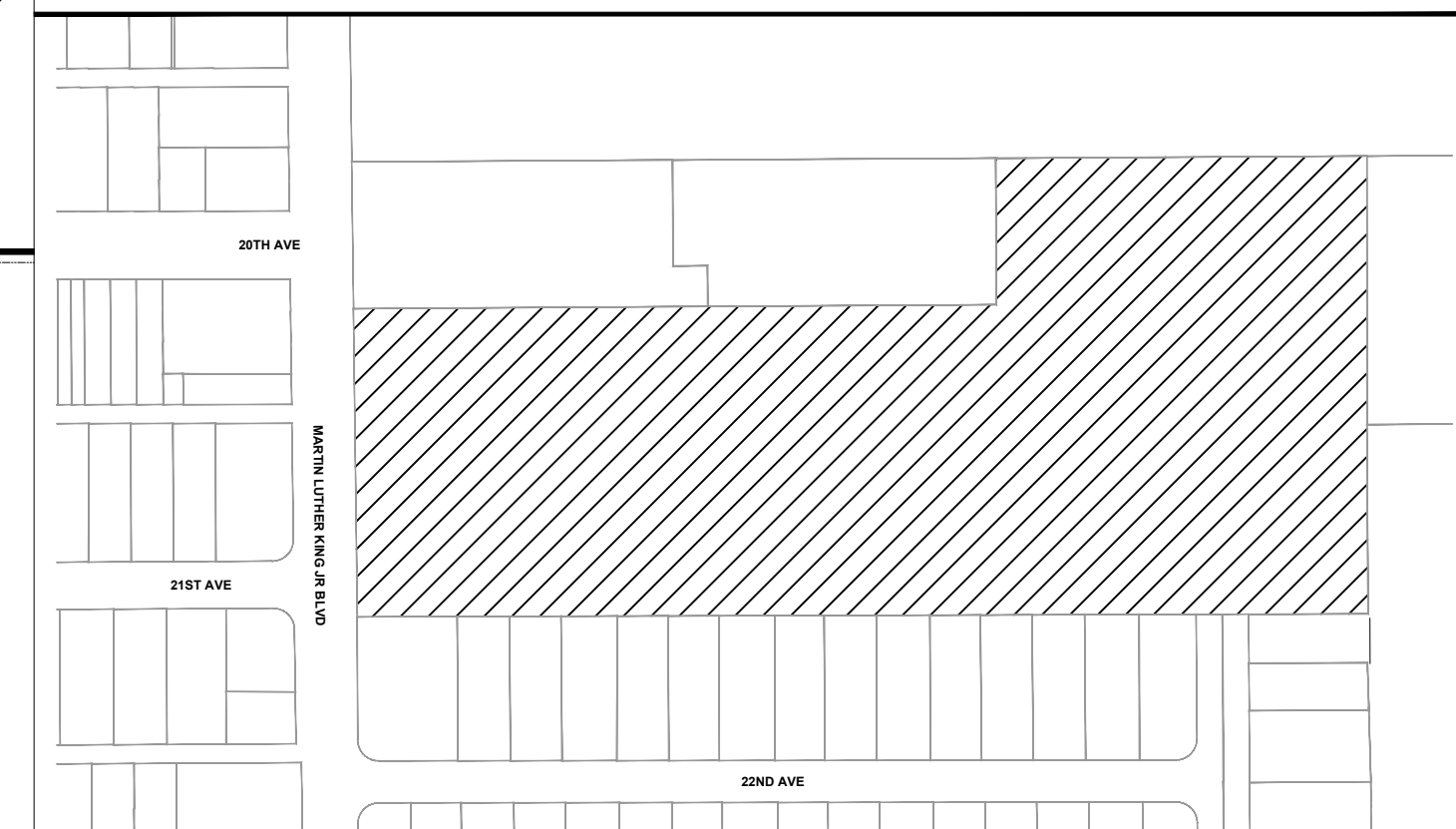
SMUD DESIGNER: KEITH BRENK

TELEPHONE: (916) 732-7339

DATE: 6/22/2023

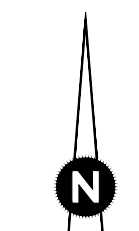


VICINITY MAP



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or (800) 227-2600

NOTE: UNDERGROUND FACILITIES WILL BE INSTALLED PER SMUD'S STANDARD ENTITLED "ELECTRIC SERVICE REQUIREMENTS DISTRIBUTION UNDERGROUND STRUCTURE" ENGINEERING SPECIFICATION T007. SMUD INSPECTOR'S APPROVAL OF THE EXACT LOCATION AND CONFIGURATION OF ELECTRIC DISTRIBUTION FACILITIES IS REQUIRED BEFORE THE START OF TRENCHING. SEE SMUD NOTE #10 FOR MORE INFORMATION.



TB# 317G3

DESIGNER: KEITH BRENK	JOB NAME: R16 - OAK RIDGE ELEMENTARY SCHOOL
PHONE: (916) 732-7339	LOCATION: 4501 MARTIN LUTHER KING JR. BL
DATE: 6/22/2023	TYPE OF DRAWING: COMMITMENT
MAP NUMBER: 316/152	JOB NUMBER: 30186405/32228966
REV. 0	SHEET 1 OF 1







# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1m

**Meeting Date:** September 5, 2024

**Subject:** Approve Resolution No. 3434: 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. 3434: 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. 3434: 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. 3434**

**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 5th day of September, 2024, by the following vote:

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

ATTESTED TO:

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Lisa Allen  
Secretary of the Board of Education

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Lavinia Grace Phillips  
President of the Board of Education

**ATTACHMENT A**

**RESOLUTION NO. 3434**

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 Tara Jeane for the Executive Session on July 23, 2024.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1n

**Meeting Date:** September 5, 2024

**Subject:** Approve Job Descriptions

- 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:** The recommendation is to approve new and/or revised job descriptions.

**Background/Rationale:** The District has a need to ensure that job descriptions are updated or new job descriptions created in order to meet evolving needs. As a reminder, as part of an updated process, moving forward, job descriptions will be brought to the Board prior to their implementation.

**Financial Considerations:** The job descriptions below have been approved through an internal District process that includes approval by Business Services, Purchasing Review Process, Cabinet, and Human Resources.

**LCAP Goal(s):** Safe, Clean and Healthy Schools

**Documents Attached:** Job Descriptions:

**New Job Descriptions as of 8/30/24:**

Administrator, SELPA (Special Education Local Plan Area) (UPE)

Special Education

**Revised Job Descriptions as of 8/30/24:**

Director II, Facilities Design and Construction (Non-Rep Mgmt.)	Facilities Support
Director II, Planning and Property Management (Non-Rep Mgmt.)	Facilities Support
Director III, Professional Learning Culture and Climate (Non-Rep Mgmt.)	Curriculum and Instruction
Project Manager Facilities Design & Construction (Non-Rep Mgmt.)	Facilities Support
Payroll Retirement Analyst (Confidential)	Employee Compensation

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

**Submitted by:** Cancy McArn, Chief Human Resources Officer & Lead Negotiator

**Approved by:** Lisa Allen, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Administrator, Special Education Local Plan Area (SELPA)	<b>CLASSIFICATION:</b>	Certificated Management, United Professional Educators (UPE)
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 58 Salary Schedule B
<b>REPORTS TO:</b>	Director, Special Education Local Plan Area (SELPA)	<b>CABINET APPROVAL:</b>	8-27-24
		<b>HR APPROVAL:</b>	8-27-24
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Under the Direction of the SELPA Director, the SELPA Administrator shall provide support and assistance to Local Education Agency (LEA), site and department leaders, Special Education personnel, and families regarding program development, legal technical assistance, family engagement, and instructional strategies. The SELPA Administrator will support LEAs in serving students with disabilities in alignment with the mandates outlined in the Individuals with Disabilities Education Act (IDEA) and will participate in county-wide activities related to programs and services of the SELPA.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Monitors compliance and procedures for referral, assessment, identification, Individual Education Program (IEP), Progress Monitoring, Educational Benefit and placement. **E**

Consults with District personnel, the community, parents, and agencies regarding special education laws, procedures, and policies including: the Local Plan for Special Education; Individuals with Disabilities Education Act (IDEA); Section 504; and other laws related to individuals with disabilities. **E**

Functions as a liaison with agencies responsible for service to eligible students. **E**

Develops and implements an ongoing evaluation of programs and services for students with disabilities inclusive of but not limited to

- Emotional and/or behavioral disorders
- Autism spectrum disorders
- Mild to Moderate Support Needs

- Moderate to Extensive Support Needs

Assists in the preparation of the Local Plan for Special Education in accordance with California Department of Education, Federal specifications, procedural manuals, and community awareness materials as required. **E**

Provides leadership, SELPA-wide, through in-service training/professional development for staff, parents, community agencies, and community groups. **E**

Coordinates and participates in interagency activities, including, but not limited to, grant writing, service delivery, and interagency agreement development. **E**

Serves on SELPA committees and projects as specified by the Director, SELPA. **E**

Assists the Director, SELPA in monitoring of Local Plan implementation, legal compliance, and data collection. **E**

Provides Alternative Dispute Resolution Services to LEA and families of eligible students. **E**

Monitoring nonpublic schools for safety, provision of a free appropriate public education, delivery of services, qualifications of staff and student progress. **E**

Coordinates with District to implement Evidence-Based Practices (EBPs) and improve teaching practices. **E**

Collaborates with state agencies (i.e., California Department of Education, California Collaborative for Education Excellence to implement system-wide changes and improve outcomes for SWDs; Collaborates with statewide systems of support (SELPA System Improvement Lead and Content Leads), to create LEA-specific projects, including but not limited to, disproportionality, accessibility, inclusion, Least Restrictive Environment, transition, and implementation of evidence-based practices. **E**

Participates in SELPA CAC meetings to support CACs in implementing responsibilities consistent with Ed Code 56194. **E**

Conducts activities to assist LEAs in meeting Special Education Annual Performance Indicator targets. **E**

Assists District and site leaders in planning the implementation of literacy programs, behavior intervention models and other curricular programs to support the alignment of SCUSD essential standards with effective teaching practices in special education. **E**

Facilitate the development and implementation of inclusive teaching and collaboration programs; monitor their effectiveness in terms of services to students with disabilities, in the least restrictive environments. **E**

Work with District and site administration to plan, develop, and provide technical assistance to implement

innovative programs for students with disabilities through the Special Education Local Plan that assesses the needs of students, identifies the barriers, and develops strategies to achieve established outcomes. **E**

Work closely with the SELPA) Director and site personnel to secure required data related to SELPA Local Plan development, compliance, quarterly and annual reviews, and related services. **E**

In coordination with the SELPA Director, support the implementation of settlement agreements, hearing orders, corrective actions resulting from state complaints and compliance reviews; participate in the development of SELPA Local Plan, improvement plans and their cycle of implementation. **E**

Perform other related duties as assigned. **E**

### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree in related field with a minimum of five (5) years of certificated experience; Master's degree preferred. Other professional experiences should include at least three (3) years of experience working in an administrative position and supervising special education programs on a school site or within the central office.

### **LICENSES AND OTHER REQUIREMENTS:**

Hold a current Administrative Services and a valid Teacher Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing. A valid Education Specialist authorization or Education Specialist credential is required. Valid California driver's license; provide personal automobile and proof of insurance.

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Planning, organization, and direction of Special Education Programs and activities.
- Curriculum for Special Education Programs.
- Multicultural community and demographics.
- District educational goals, objectives, policies, procedures, and organization structure.
- Current applicable laws, codes, regulations, policies, and procedures governing Special Education.
- School district organization, operations, policies, and objectives.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

#### **ABILITY TO:**

- Demonstrate belief and hold oneself and others accountable for reaching high academic achievement of all students.
- Comfortable addressing matters of equity, race, disability and bias in decision-making.

- Understand and implement promising, innovative and effective instructional practices and models that improve outcomes for all students, including students with disabilities.
- Implement a strong data driven problem-solving model that ensures instructional best practice implementation for all students, including students with disabilities.
- Develop, coordinate, and implement District Special Education Programs which are aligned with a multi- tiered system of support and the vision/mission of the District.
- Plan, organize, and supervise Special Education programs and services in the District.
- Read, interpret, apply, explain and provide professional learning for rules, regulations, policies, and procedures.
- Demonstrate an understanding and willingness to learn special education legal mandates and regulations that govern the provision of special education and related services.
- The ability to communicate clearly and concisely, and respond to questions, both orally and in writing, for multiple audiences.
- Demonstrate leadership presence that gains the confidence of others.
- Actively listen to others and effectively interpret motivation/perceptions.
- Able to integrate feedback from others to achieve better results.
- Build positive relationships and coalitions.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.
- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office environment: drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; and lift light objects.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Director, Facilities Design and Construction	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Director II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Facilities Support Services	<b>SALARY:</b>	Range 17 Salary Schedule A
<b>REPORTS TO:</b>	Assigned Supervisor	<b>HR APPROVAL:</b>	6-23-16, 8-26-24
		<b>CABINET APPROVAL:</b>	8-5-24
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Plan, develop, organize, coordinate, direct, and monitor new construction, reconstruction, remodeling, alteration, relocation and renovation of district buildings and properties; supervise the performance of and provide training to assigned staff.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Assume responsibility for the management of the renovation, building, and modernization of district facilities, sites, and energy conservation projects. **E**

Provide technical expertise, information and assistance regarding construction activities; participate in the formulation and development of policies, procedures and programs as requested. **E**

Plan, organize, and manage the activities and operations of assigned construction projects; assure construction projects comply with established rules and regulations, construction project drawings, and project specifications. **E**

Coordinate and develop construction, reconstruction, alteration, relocation and other capital outlay projects; review plans, inspect construction projects, conduct investigations and provide recommendations concerning planning, design, construction, order changes, design modifications and contract administration as appropriate; and assure District officials are notified of project status. **E**

Develop and prepare various budgets; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Coordinate the preparation of plans from the developed educational, performance, and equipment specifications for schools and District facilities. **E**

Coordinate the selection, monitoring and supervision of services provided by architects, engineers, consultants, contractors, attorneys, bond counsels, financial advisors, bond underwriters, inspectors, and other

professional service agencies used in support of the facilities program. **E**

Meet with Division of State Architect (DSA) as required for plan review and DSA approval; provide input for District construction standards and assist with the development of District specifications. **E**

Oversee the closeout and certification of projects with associated agencies (i.e. DSA, OPSE, CDE, County and Joint Use Partners). **E**

Work with California Department of Education (CDE) staff to obtain approval of District projects. **E**

Coordinate and Collaborate with other staff with regards to the California Environmental Quality Act (CEQA), and environmental compliance for Facilities Planning and Construction (FPC) projects as assigned. **E**

Serve as liaison between District personnel and planning and construction agencies, construction inspectors, architects, contractors and other outside agencies; respond to inquiries, provide information concerning construction activities, and consult government officials to assure compliance with laws and regulations related to financing, planning, and construction of school facilities. **E**

Collaborate with instructional division to assure that the instruction needs of staff and students are met on construction projects. **E**

Coordinate reporting of Bond activity to the Citizens Oversight Committee, School Board, Superintendent, and other applicable District staff. **E**

Direct the activities of staff members who provide administrative support to Citizens Bond Oversight Committee (CBOC) and other statutory bodies. **E**

In coordinating with the Facilities Maintenance Manager, develop and implement the Districts 5-year deferred maintenance plan, coordinates the deferred maintenance construction activities, and schedules the design and construction of this work. **E**

Plan, coordinate, and schedule new construction, remodeling, and modernization projects with district staff, outside contractors, and related trades, as required. **E**

Perform various construction duties including contract administration, dispute resolution, and change order processing. **E**

Communicate with other administrators, district personnel, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information. **E**

Train, supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees; and recommend transfers, reassignments, terminations, and disciplinary actions. **E**

Responsible for the filing of required reports to local, state, and federal agencies regarding facilities and related projects, and compliance with applicable codes and regulations. **E**

Operate a computer and assigned software programs; use other office equipment as assigned; and operate vehicle to conduct work. **E**

Prepare board agenda items and attend board meetings as required. **E**

Perform related duties as assigned.

**TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: bachelor's degree in planning, facilities management, construction management, architecture, or related field, and six years increasingly responsible supervisory experience.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license, provide personal automobile and proof of insurance.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Planning, organization, and direction of facilities management and planning activities.
- Terms, procedures, and practices used in the planning, design, construction, rehabilitation, remodeling, maintenance, and operations of school buildings and facilities.
- School facility funding sources and application submission procedures and requirements.
- City redevelopment and zoning policies, procedures, and regulations.
- Budget preparation and control.
- Principles and practices of management.
- Applicable laws, codes, regulations, policies, and procedures. District organization, operations, policies, and procedures.
- Research methods and report writing techniques.
- Presentation, communication, and public speaking techniques.
- Correct oral and written usage of English, grammar, spelling, punctuation, vocabulary and composition.
- Reading and writing English communication skills.
- Operation of a computer terminal, software and other office equipment, office management techniques.
- Health and Safety regulations.

**ABILITY TO:**

- Perform basic function of the position.
- Plan, organize, and administer the planning and management of new and existing buildings and facilities.
- Perform professional, administrative, advocacy, and liaison duties involved in the facility planning process.
- Communicate effectively both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action. Plan and organize work.
- Work independently with little direction and meet required schedules and timelines.
- Handle multiple tasks, work under pressure and work with priorities/deadlines subject to frequent change.
- Research, analyze, compile, verify data and prepare comprehensive narrative and statistical reports.
- Attend continuous professional development courses and conferences.
- Supervise and evaluate the performance of assigned staff.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; working in and around construction activities; constant interruptions.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, monitor progress of projects, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects; walking over rough or uneven surfaces at construction sites.

**SAMPLE HAZARDS:**

Working around and with machinery having moving parts at construction sites; contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:**

District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Director I, Construction Services)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	Director, Planning and Property Management	<b>CLASSIFICATION:</b>	Non-Represented Management/Classified
<b>SERIES:</b>	Director II	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Facilities Support Services	<b>SALARY:</b>	Range 17 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent, Facilities Support Services	<b>CABINET APPROVAL:</b>	1-27-20, 9-25-23, 8-19-24
		<b>HR APPROVAL:</b>	8-26-24
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

Under the direction of the Assistant Superintendent of Facilities Support Services, responsible for planning, developing, organizing, controlling, maintaining, and directing functions related to facilities planning, resource management and sustainability efforts, and related services of the District; supervise and evaluate the performance of assigned staff.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Organize, control, and direct the planning of District facilities and school sites; review facility proposals and coordinate facility use; assure required permits, appraisals, rentals and leases are acquired by the District; prepare grant applications and submit to appropriate funding resources; and facilitate necessary variances, easements and encroachments. **E**

Organize, control, and direct the leases for district property including proper accounting and renewal tracking, negotiations, and document records. **E**

Direct the development of student enrollment projections each year by required timelines, collaborate in sharing data with appropriate departments, and establish meetings to ensure data is used for all district needs. **E**

Organize, control and direct the district archive system for all facility related documents including deeds, easements, building permits and building plans. **E**

Develop marketing strategies for leasing and disposal of District surplus properties; assist in the coordination, negotiation, implementation, and supervision of the sale, disposal, trade, acquisition, or lease of District sites and facilities. **E**

Conduct data analyses to serve as the basis for securing and expending state building funds. **E**

Plan and coordinate joint use of District facilities with federal, state, and local government agencies; implement and maintain guidelines for joint use; and prepare draft District policies and regulations related to joint use of District facilities. **E**

Perform or direct a variety of facilities planning including the District's on-line student attendance system, administration of developer fee guidelines, facility usage management, special projects, and California Environmental Quality Act. **E**

Manages and Directs the Districts ADA Access Compliance program under the provisions of ADA laws and judgments and provides long range facilities planning needs to ensure compliance. **E**

Review, analyze, conduct on-site investigations, and report on proposed development projects, log, and track developments within the District. **E**

Translate community growth projects into appropriate staffing and facilities to accommodate present and future educational needs; perform planning duties including enrollment projections, boundary changes, growth plan monitoring and development, and other related issues. **E**

Prepare comprehensive District-wide facility reports based upon compiled relevant analyst data on a variety of school planning matters; prepare and present data in the form of written, graphic, or oral reports for the use of school district administration, special committees, or community organizations. **E**

Communicate effectively with the public through various media both orally and in writing; serve as District spokesperson for facilities matters. **E**

Provide technical expertise, information, and assistance related to facility and energy conservation grants. **E**

Plan, organize, control, and direct a variety of programs, projects, and activities related to facilities, resource management and sustainability efforts to provide a safe and appropriate environment for students and staff. **E**

Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action; formulate and develop policies and procedures to comply with state, county, and city laws and regulations. **E**

Develop and update the planning database for schools and District facilities to include student enrollments, construction rates, student yield factors, address grid systems, building data, District maps, and school boundaries. **E**

Develop and update the short and long range Master and Budgetary Plans for new and existing school sites and District facilities; monitor Facilities Master Plan and long range facility planning based on accepted growth projections. **E**

Coordinate the preparation and submission of applications and plans for state funds and grants, city funds, county funds, impact fees, developer fees, bond funds, and other local funding sources. **E**

Develop strategies and projects to maximize state facilities funding opportunities for the District; review and approve funding applications, fund releases, and progress statements. **E**

Develop and implement long and short-term plans and activities designed to enhance programs and services; assure an economical, safe, and efficient work environment; and comply with state requirements regarding reporting of maintenance needs and plans including the Deferred Maintenance Plan and resource conservation efforts. **E**

Develop and manage a preventative maintenance program to ensure maximum lifecycle of building components and equipment. **E**

Remain current on local, state, and federal regulations which govern the operation of public school facilities, current issues, developments, industry standards, and innovation; attend professional association meetings, conferences, and collaborate with industry partners. **E**

Attend and conduct a variety of meetings as assigned; represent the District regarding school housing planning matters. **E**

Lead community engagement efforts around District facilities efforts. **E**

Be the primary liaison between the District and the City and County on Facilities planning matters. **E**

Work closely with city, community, park districts, and consultants to ensure projects are cooperatively implemented. **E**

Attend and conduct a variety of meetings as assigned. **E**

Supervise energy and other related conservation programs and monitor utilities consumption; recommend and oversee utility conservation projects. **E**

Perform feasibility studies to determine facility options cost and timelines to support District educational programs. **E**

Oversee daily departmental administrative activities to include answering official queries and public information act requests, development of external written communications, administrative work assignments, preparation and maintenance of narrative and statistical reports, and maintenance of electronic and hard copy files. **E**

Communicate and collaborate with District administrators and personnel, outside organizations, and contractors to coordinate activities and programs; resolve issues and conflicts and exchange information; and model District standards of ethics and professionalism. **E**

Communicate and collaborate with Dependent and Independent Charter schools, in partnership with the Director of Innovative Schools, to meet their housing needs. **E**

Develop and assist with Facility Use Agreements and Proposition 39 requests from Charter school leaders. **E**

Participate in District-wide initiatives and plans; coordinate staff planning and implementation of major capital bond initiatives to support District efforts to pass new capital bonds, oversee preparation of annual bond progress report, and periodic reports to the Board of Education. **E**

Manage the collection, reporting, and allocation of developer fees, Mello-Roos, and redevelopment funds. **E**

Administer the Civic Center Act (Education Code 38131) authorizing a civic center at each public school facility and grounds; manage and direct the Civic Center Permits Office. **E**

Assist in the formulation and development of policies, procedures, and programs to assure an economical, safe, and efficient work environment; advise assigned supervisor of unusual trends or problems and recommend appropriate correction action. **E**

Develop and administer schedules and work assignments; coordinate and arrange for appropriate training of staff to accomplish specific results-based outcomes. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions. **E**

Lead and work with school improvement initiatives that address student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Facilities. **E**

Perform related duties consistent with the scope of the position.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: Bachelor's degree from a four-year accredited college or university in a business or public administration, construction management, engineering, architecture or environmental related field and five years of progressively responsible management experience is preferred.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Planning, organization, and direction of facilities.
- Methods, used in the building maintenance trades.
- Building construction practices and laws governing the construction, maintenance, and repair of schools and public buildings.
- Proper methods of storing equipment, materials, and supplies.
- Budget preparation and control.
- Applicable state, county, and city laws, codes, regulations, policies, and procedures.
- District organization, operations, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.
- Appropriate safety precautions and procedures.
- Health and safety regulations.
- Operation of a computer and related software.
- Charter school laws and policies
- Civic Center Act
- Negotiations with leases, sales contracts.

##### **ABILITY TO:**

- Plan, and organize, a facilities project for a large school district. Prioritize and schedule work.
- Estimate materials and labor costs. Work independently with little direction. Maintain detailed records.
- Establish and maintain effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Plan, layout, manage, and control a maintenance work program involving diversified activities.



- Prepare comprehensive narrative and statistical reports.
- Train, supervise, and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Attend continuous professional development courses and conferences
- Meet state and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Indoor and outdoor work environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; walk to conduct inspections; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; and lift light objects.

**SAMPLE HAZARDS:**

Exposure to safety hazards routinely associated with construction sites and maintenance spaces is possible.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Director III, Facilities Maintenance and Resource Management; Director II, Facilities and Maintenance, and Director I, Capital Projects, Facilities, and Resource Management, Director II, Capital Projects, Facilities, and Resource Management)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Director, Professional Learning, Culture & Climate	<b>CLASSIFICATION:</b>	Non-Represented Management, Certificated
<b>SERIES:</b>	Director III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Curriculum and Instruction	<b>SALARY:</b>	Range 19 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent, Curriculum & Instruction	<b>HR APPROVAL:</b>	5-19-2022, 7-31-2024
		<b>CABINET APPROVAL:</b>	3-25-2024, 4-15-2022
		<b>BOARD APPROVAL:</b>	TBD

**BASIC FUNCTION:**

The Director III, Professional Learning, Culture, Climate & Social Emotional Learning (SEL), is responsible for clarifying, articulating and operationalizing the District’s instructional vision and framework by building teacher and leader capacity in the area of District and school culture, climate, SEL, and related practices. Accountable for improving student achievement, working to eliminate inequitable practices and outcomes, and collaborating with Academic Office colleagues and site leaders, the Director will design and implement the District’s professional learning plan with purpose of building the capacity of classified, certificated and management staff to equitably serve students. Focused on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other District-defined instructional initiatives. The Director will collaborate with District and site leaders to tailor professional learning opportunities that align with the District’s Culturally Responsive Education Service Delivery Model to identify and meet the diverse needs of students through multi-tiered systems of support model. The development and implementation of high quality professional learning opportunities for all District employees will be in consultation with District- and site-based staff, and to that end, the Director will use a collaborative approach to draw upon and maximize the expertise of others. The Director will monitor, assess, and evaluate the quality and effectiveness of all District professional learning.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Lead a comprehensive vision for teaching and learning, modeling and teaching best practices within the District and the development, implementation and monitoring of District- and school-based culture and climate, anti-bias/anti-racist, and culturally responsive practices within the District’s multi-tiered systems of support framework.  
**E**

Collaborate with colleagues and District and site staff to clarify, articulate and operationalize the District’s instructional vision, framework, priorities, and desired outcomes and ensure that strategies, tools, practices and clear communication of expectations and implementation timelines are aligned with a focus on District-wide practices in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**

Align Culturally Responsive Teaching & Learning Practices with Ethnic Studies tK-12 and next History/Social-Studies curriculum adoption. **E**

Direct, support, coordinate and monitor Restorative Practices to support adults and students; use and model compassionate dialogue as both a preventive, proactive tool for identifying and addressing bias and racist practices and as a responsive tool for managing and resolving conflict; monitor and measure the effectiveness of these approaches on student outcomes. **E**

Direct, assign and supervise assigned personnel to assure equitable access to programs and resources, and collaborate with other C&I Department Members to build capacity of coaches and site leaders through professional learning, coaching and mentorship. **E**

Work with District and school site staff to identify institutional bias, including implicit or unintentional biases and prejudices, that affect student achievement and their overall well-being, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations. **E**

Recommend actions to proactively identify class and cultural biases as well as institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access and inclusion to opportunities for all students. **E**

Direct, manage, and organize District-wide support and resource allocation in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**

Collaborate with other departments, school sites, county, state, and national organizations to promote Culture & Climate priorities. **E**

Collaborate with the Communications Department to regularly update SEL, Antiracist and Equity resources; expand online resources for staff, students and parents. **E**

Provide leadership and guidance on the integration of positive culture, climate and SEL practices into District priorities, including but not limited to Academics, English Learner Master Plan, Graduate Profile and Seal of Civic Engagement. **E**

Assist in the development, implementation and monitoring of school climate data, including but not limited to the Annual School Climate survey and the Kelvin data dashboard to inform continuous improvement. **E**

Design and implement a written, comprehensive multi-year professional learning and coaching plan with clear expectations for implementation and monitoring based on best practices for improving effective instruction, with a specific focus on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other district-defined instructional initiatives. **E**

Engage school-based committees to build a common language and common understanding of the instructional vision and their critical role in supporting the attainment of the vision. **E**

Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (including, but not limited to Universal Design for Learning, MTSS, ant-bias/anti-racist practices, culturally responsive teaching and learning, etc.). **E**

Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders. **E**

Develop and implement a walk-through tool to systematically monitor and support site leadership and classroom instruction and interventions. **E**

Provide support and structure for central office staff and site leaders to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase accountability for teaching and learning goals; engage principals in cycles of inquiry and implementation science to develop skill, understanding, confidence and trust. **E**

Develop and implement user-friendly tools, expectations, timelines, and strategies to support site leaders' and teachers' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students. **E**

Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making. **E**

Develop structure and process for collecting data on and monitoring the effectiveness of District and site professional learning; assess the success of the overall professional learning program and individual sessions, conduct follow-up studies, prepare related reports and suggest improvements. **E**

Support District LCAP and site SPSA development to ensure strategic plans for improvement are grounded in data-based decision making, directed at implementing and improving multi-tiered systems of supports, and aligned with District instructional framework and priorities. **E**

Mentor, support and serve as a resource for District, department and site leaders in the development of professional learning plans and strategies to ensure they are aligned with identified student needs and District priorities and that resources are properly allocated to improve student learning outcomes; support leaders in determining appropriate instructional methods, utilizing knowledge of data-based problem solving, MTSS, UDL, and best practices for adult learning to meet identified District and school targets. **E**

Visit other District departments, school sites and classrooms on a regular basis to identify instructional best practices and ensure effective implementation of professional learning practices to meet the needs of all students and staff. **E**

Meet regularly with District and site leaders to gather formative assessment data on professional learning efforts, and discuss dynamics of implementation and best practices for evaluating teaching and learning. **E**

Schedule professional learning sessions, develop registration and accountability procedures, ensure facilities are identified, communicate with employees and provide proper notification, and coordinate other practical elements involved with planning professional learning activities. **E**

Oversee the maintenance of records of professional learning initiatives, opportunities, feedback and effectiveness; evaluate the department's programs and services. **E**

Serve as a resource to teachers, leaders and other staff to identify and access professional literature and professional learning materials and opportunities. **E**

Develop, interpret and administer policies and procedures as they relate to professional learning. **E**

Coach, support, supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Direct and prepare a variety of narrative and statistical reports, records, and files; attend and/or conduct a variety of meetings, prepare agendas and maintain minutes and notes; prepare a variety of correspondence; present to key stakeholders, including but not limited to the Board of Trustees, community groups and organizations, and other governing bodies on progress of key priorities. **E**

Ensure compliance with various laws and regulations. **E**

Develop and maintain the annual budget for professional learning; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Provide a positive climate of interaction and communication; resolve issues and conflicts and exchange information using compassionate dialogue tenets; communicate clearly; model non-discriminatory practices and the District's standards of ethics and professionalism in all activities. **E**

Value risk taking and innovation in support of performance improvements throughout the District. **E**

Perform related duties consistent with the scope and intent of the position.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor or master's degree with specialization in social work, counseling, psychology, health or education. Any combination equivalent to: Minimum five years' increasingly responsible supervisory, certificated, and management experience in school improvement, instructional leadership, multi-tiered systems of support, and the development of professional learning programs. Minimum five years' experience leading Culture, Climate and Social Emotional efforts for either or both elementary and secondary segments, with communities that represent SCUSD's diverse student body, and including evidence of data-based school improvement outcomes.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California's Driver's License; provide personal automobile and proof of insurance. Hold a current Administrative Services Credential; and a Pupil Personnel Services or valid Teaching Credential issued by the California Commission on Teacher Credentialing. Preferred candidates with health, social services, and education experience. May hold a credential in school social work, counseling, nursing, and/or teaching within a special education program.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Data-Based Problem Solving.
- Multi-Tiered Systems of Support.
- Universal Design for Learning.
- Full Inclusion Practices.
- Anti-Bias/Anti-Racist Practices.
- Culturally Responsive Teaching and Learning Practices.
- Positive Behavior Intervention Systems.
- Trauma-Informed Care Practices.
- Restorative Practices.
- Adult SEL Competencies needed to engage adults and children with cultural competency to forward equity, access, social justice and anti-bias/anti-racist education.

- Social and Emotional Learning research, evaluation, strategies, theories, techniques, and methods of instruction to support student agency, identity and belonging.
- Five Social and Emotional Learning Core Competencies.
- Curriculum development and training, specifically how to integrate Culture, Climate and SEL practices as foundational to improving student outcomes.
- Planning and conducting meetings; and facilitation and training methodologies.
- Staff development presentation techniques.
- Culturally Responsive pedagogy/teaching and understanding of the Culture, life styles, and educational and social needs underrepresented and underserved student populations, including but not limited to of ethnic minority students, and children of poverty, newcomer students, LGBTQ+ students, and others.
- Budget preparation and control.
- Grant proposals, writing and progress monitoring and reporting.
- California Education Code, Board Policies and Regulations, and Administrative Regulations.
- Current and applicable laws, codes, regulations, policies, and procedures.
- School District organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Operation of a computer and related software.

**ABILITY TO:**

- Plan, model, organize, control, direct, and provide administrative leadership focused on Culture, Climate and Social and Emotional Learning.
- Develop and provided social and emotional learning education and training programs for parents and community.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Disaggregate and synthesize data from multiple sources.
- Communicate effectively, both orally and in writing.
- Network and collaborate effectively with District departments and local, county, state and national agencies.
- Communicate effectively, both orally and in writing.
- Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.
- Accurately and effectively analyze crisis situations, and adopt effective courses of action.
- Ability to organize work projects, establish priorities and meet deadlines in a timely manner.
- Establish and maintain effective working relationships with a diverse array of individuals and organizations.
- Prepare comprehensive narrative and statistical report.
- Operate a computer and related software.
- Supervise and evaluate the performance of assigned staff.
- Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office and school site environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grant proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits with District-offered plans.

*(Former Classification: Director, Professional Learning, Culture, Climate & SEL)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	Project Manager, Facilities Design and Construction	<b>CLASSIFICATION:</b>	Non-Represented Management, Classified
<b>SERIES:</b>	Manager III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Planning and Construction	<b>SALARY:</b>	Range 13 Salary Schedule A
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	08-11-97
		<b>BOARD APPROVAL:</b>	07-27-98, 06-23-09, TBD
		<b>CABINET APPROVAL:</b>	8-19-24
		<b>HR APPROVAL:</b>	6-15-10, 8-19-24

**BASIC FUNCTION:**

Plan, organize, and manage the work in planning, design, and construction of assigned projects including but not limited to, new school buildings and facilities, and the alteration, relocation, deferred maintenance, and repair of existing buildings and structures; supervise and evaluate the performance of assigned staff.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Coordinate major construction, renovation projects of school facilities with architects and contractors represent the assigned project to district management over the course of the contract. **E**

Conduct preliminary construction concepts, and provide preliminary cost estimates for all capital improvement projects. **E**

Maintain project controls and recovery strategies in relation to budget, schedule, completion, and effects on the educational environment. **E**

Provide expert level documentation and archiving of all assigned work. **E**

Provide engineering design, analyses, and calculations, and develop construction specifications for all capital improvement projects. **E**

Evaluate and approve changes in scope of the project. **E**

Provide technical expertise, information, and assistance to assigned supervisor regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action. **E**

Perform various construction duties including contract administration, dispute resolution, and change order processing. **E**

Monitor, inspect, consult, and advise on construction site activities; assure construction projects comply with established rules and regulations, construction project drawings, and project specifications; assure timely completion of projects; resolve issues and conflicts. **E**



Maintain liaison with regulatory agencies at State and local levels, as necessary, to ensure compliance with all design and building codes. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Assist with the preparation of the annual budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Communicate and collaborate with other administrators, district personnel, outside organizations, and contractors to coordinate activities and programs, resolve issues and conflicts, and exchange information; model district standards of ethics and professionalism. **E**

Direct the preparation and maintenance of a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; operate a computer. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: bachelor's degree in engineering, architecture, or related discipline, and three years increasingly responsible experience in the planning, design, and construction of buildings and related structures in public works.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance.

#### **KNOWLEDGE AND ABILITIES:**

##### **KNOWLEDGE OF:**

- Construction management methods.
- Architectural methods and techniques.
- Research methods and report writing techniques.
- Laws, rules, and regulations related to assigned activities.
- Applicable sections of the State Education Code and other applicable laws.
- District organization, operations, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

##### **ABILITY TO:**

- Coordinate major construction projects
- Prioritize and schedule work.
- Maintain current knowledge of technological advances in the field.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.

- Analyze situations accurately, and adopt an effective course of action.
- Read and interpret blueprints
- Plan and organize work to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Attend continuous professional development courses and conferences
- Meet state and district standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office and construction site environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; climb on ladders and scaffolding to inspect work; see to inspect work, read, prepare documents and reports, and view a computer monitor; walk, sit, or stand for extended periods of time; bend at the waist, stoop, and reach overhead, above the shoulders, and horizontally to inspect projects, and retrieve and store files; lift light objects.

**SAMPLE HAZARDS:**

Review projects during demolition; work at heights.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.

*(Former Classification: Facilities Project Manager III)*

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Payroll Retirement Analyst	<b>CLASSIFICATION:</b>	Classified Confidential
<b>SERIES:</b>	None	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	TBD	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Employee Compensation	<b>SALARY:</b>	Range 63 Salary Schedule F
<b>REPORTS TO:</b>	Assigned Supervisor	<b>BOARD APPROVAL:</b>	TBD
		<b>HR APPROVAL:</b>	8/26/2024, 6-1-10
		<b>CABINET APPROVAL:</b>	8/5/2024

**BASIC FUNCTION:**

Directly support the confidential activities of the payroll unit involving processing district’s retirement programs, and other related responsibilities as assigned. Under the general direction of the assigned supervisor, performs a variety of specialized and complex payroll duties in the review, auditing and processing of confidential payroll records, benefits, and retirement contributions for district employees. Serve as a confidential technical resource concerning assigned payroll functions and related retirement and benefits accounts and information. Prepare, maintain and audit a variety of financial and statistical payroll, benefits, and retirement data, records, statements and reports. Works independently on special retirement projects, confidential personnel projects, and provides input concerning department needs and the development and implementation of policies and procedures.

**DISTINGUISHING CHARACTERISTICS:**

The Payroll Retirement Analyst’s knowledge and capabilities encompass payroll and personnel, as well as an understanding of the systems on which these functions run. The Payroll Retirement Analyst has specialized knowledge in the areas of retirement plans related to CalSTRS and CalPERS.

The Payroll Retirement Analyst may perform in a team or project leader capacity on special projects assigned by the management. In this mode, the Payroll Retirement Analyst acts as a technical resource, and provides guidance to Fiscal Services Technicians and Lead Payroll Technicians; acts as a secondary technical resource to Fiscal Services Technicians.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Perform advanced payroll duties; balance and correct monthly retirement reports; assist in the distribution, coordination, and completion of retirement assignments; perform, analyze, and explain complex retirement transactions; acts as a resource to Fiscal Services Technicians; train and provide work direction to others; train and advise district staff on payroll procedures and processes. Perform thorough routine audits of payroll and retirement records to maintain accuracy and compliance. **E**

Support the distribution and coordination of payroll tasks; compile payroll reports, compile confidential personnel records, rectify retirement reporting errors, process grievances related to retirement, and maintain accurate payroll data essential for timely payroll preparation under strict deadlines;

Support senior management with confidential projects and initiatives. **E**

Reconcile and analyze payroll information related to retirement; check and correct monthly error reports generated from multiple payrolls; balance and resolve the more complex discrepancies in payrolls. **E**

Maintain records, and process all changes regarding employee retirement programs; closely monitor documents received from other departments; correctly interpret personnel information. **E**

Audit time sheets received from all district locations, make necessary information readily available, and correct when necessary. **E**

Prepare monthly electronic retirement reports for Sacramento County Office of Education under stringent time limits; research and enter corrections online for information received from retirement agencies and Sacramento County Office of Education. **E**

Prepare forms for service retirement verifying sick leave credits; prepare separation and advance information forms for disability retirement; research and prepare service credit for prior service forms. **E**

Prepare forms for former employees who have terminated, as well as miscellaneous forms sent by retirement agencies. **E**

Perform, analyze, and explain complex financial transactions and difficult mathematical work; perform complex, detailed, and accurate computer functions using the district's payroll/finance system, confidential personnel records; operate and understand system functions related to assigned duties. **E**

Interpret confidential union contracts within bargaining units, Memorandum of Understanding related to labor relation resolution, policies, and procedures related to payroll, retirement, and the application of sick leave. **E**

Prepare, audit, analyze, update, and adjust monthly retirement reports, including PERS information, with strict confidentiality. Ensure accurate completion of tax, STRS retirement plans, and other reports within specified deadlines. Review reports meticulously to verify accuracy before submission to the appropriate agencies or personnel within established timelines.

Test and recommend revisions of district software and procedures necessary to produce and account for district payrolls; learn and utilize computer database programs and other programs to produce reports and analyze data. **E**

Provide detailed and technical information and written reports concerning district policies, procedures, and established guidelines including confidential or sensitive issues; provide payroll training to sites and departments. **E**

Attend retirement agency workshops; maintain comprehensive records; prepare written reports; attend meetings; prepare and transmit information related to payroll and retirement. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Responsible for participating in audits conducted by CalSTRS and CalPERS and ensure adherence to regulatory requirements, meticulous examination of financial records, and verification of the proper management of retirement funds.

Perform related duties as assigned.

#### **TRAINING, EDUCATION, AND EXPERIENCE:**

Any combination equivalent to: associate's degree in related field supplemented by course work in business, finance, or a similar area, and four years of experience in payroll in a medium to large organization, preferably a California School District or County Office of Education.

#### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Overall scores in computer software QWIZ testing program preferred as follows:

Keyboarding.....55 Correct WPM  
Word.....80% Overall Score

Excel or Access ..... 80% Overall Score  
 Payroll ..... 80% Overall Score

### **KNOWLEDGE AND ABILITIES:**

#### **KNOWLEDGE OF:**

- Methods and practices of payroll, retirement, and workers' compensation financial record keeping.
- Rules, regulations, laws, and policies governing payroll processing, preferably including California school districts.
- Methods and processes of statistical analysis and data reporting.
- Principles of providing training and work direction to others.
- Current business office procedures and equipment including 10-key and computer skills.
- Report writing methods and techniques.
- Applicable sections of State Education Code and other state and federal laws.
- Bargaining unit contracts, policies, and procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Effective oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Operations, procedures, specific rules, and precedents of payroll, retirement, and workers' compensation processes and practices.
- Operation of a computer, related software, and standard office equipment.

#### **ABILITY TO:**

- Perform advanced payroll, retirement, workers' compensation, and financial analysis and record-keeping work.
- Independently analyze and learn complex state and district laws, regulations, rules, and policies.
- Maintain records and prepare, balance, and correct monthly reports.
- Assist in the distribution, coordination, and completion of retirement assignments.
- Perform, analyze, and explain complex payroll, retirement, and workers' compensation transactions.
- Train and provide work direction to others.
- Perform computational tasks with speed and accuracy.
- Work with computer systems and networks to perform a variety of specialized technical duties.
- Learn, understand, and use database management programs.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Operate a computer, related software, and standard office equipment.
- Complete work with many interruptions; meet schedules and timelines.
- Understand and work within scope of authority.
- Work confidentially with discretion.
- Analyze situations, and adopt an effective course of action.
- Establish and maintain effective working relationships with school officials, administrators, and employees.
- Communicate effectively both orally and in writing.
- Meet state and district standards of professional conduct as outlined in Board Policy.

### **WORKING CONDITIONS:**

#### **SAMPLE ENVIRONMENT:**

Office environment; fast paced work with fixed deadlines; constant interruptions.

#### **SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard and 10-key calculator; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions; lift light objects.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

*(Former Classification: Payroll Benefits Specialist)*

**NOTE:** This job class has been designated "Confidential" by the Board of Education in accordance with the Rodda Act.



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1o

**Meeting Date:** September 5, 2024

**Subject:** Approve Salary Schedules

- 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 2024/2025 Salary Schedules, updated September 5, 2024: United Professional Educators (UPE), Confidential Employees and Non-Represented Management.

**Background/Rationale:** The District has a need to ensure salary schedules are updated, as needed, to align with job descriptions in order to meet evolving needs. Given the creation of additional job descriptions, the associated salary schedules have been updated to include these new positions.

**Financial Considerations:** N/A

**LCAP Goal(s):** Safe, Clean and Healthy Schools

**Documents Attached:**

Salary Schedules:

- UPE
- Confidential Employees
- Non-Represented Management

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

**Submitted by:** Cancy McArn, Chief Human Resources Officer & Lead Negotiator

**Approved by:** Lisa Allen, Superintendent



# United Professional Educators (UPE)

## Annual Rate Salary Schedule

### 2024-25 School Year

*(Effective July 1, 2024)*

Job Code	Classification Title	Cal	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
0130	Principal, High School	A	82	\$147,984	\$149,916	\$156,629	\$168,399	\$174,527	\$182,598	\$183,931	\$185,549
0117	Principal, Middle School	T	67	\$135,622	\$136,957	\$138,293	\$147,571	\$155,630	\$159,622	\$164,299	\$170,050
0111	Principal, K-8	T	67								
0131	Principal, Continuation High School	T	52	\$128,551	\$129,887	\$134,787	\$142,530	\$148,147	\$156,034	\$157,070	\$161,216
2117	Principal, New Innovative Small High School	T	52								
0106	Principal, Elementary School	T	52								
0107	Principal, Basic Elementary School	T	52								
0101	Principal, Elementary Charter School	T	52								
0129	Principal, Independent Study	T	52								
0124	Assistant Principal, High School	T	45								
0128	Assistant Principal, Middle School	T	37	\$115,504	\$120,485	\$125,684	\$132,305	\$137,457	\$144,789	\$147,460	\$150,130
0126	Assistant Principal, K-8 School	T	37								
0122	Assistant Principal, Elementary School	F-2	32	\$113,699	\$115,038	\$116,374	\$124,398	\$129,748	\$136,435	\$141,783	\$145,025
0812	Site Instruction Coordinator	T	24	\$105,145	\$109,594	\$114,293	\$121,472	\$125,445	\$132,034	\$133,294	\$134,553

Salary Schedule: B7



Job Code	Classification Title	Cal	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
0134	Principal, High, <u>SPS*</u>	A	88	\$154,634	\$161,673	\$169,062	\$178,378	\$186,601	\$196,973	\$196,973	\$196,973
0133	Principal, Middle <u>SPS*</u>	A	75	\$141,407	\$147,918	\$154,630	\$163,068	\$170,530	\$179,933	\$179,933	\$179,933
0249	Principal, K-8, <u>SPS*</u>	A	75								
0127	Principal, Elementary, <u>SPS*</u>	A	72	\$138,538	\$144,769	\$151,314	\$159,570	\$166,857	\$176,041	\$176,041	\$176,041
0141	Assistant Principal, High, <u>SPS*</u>	A	65	\$132,601	\$138,538	\$144,769	\$152,630	\$159,570	\$168,318	\$168,318	\$168,318
0140	Assistant Principal, Middle, <u>SPS*</u>	A	55	\$129,659	\$135,471	\$141,539	\$149,203	\$155,972	\$164,501	\$164,501	\$164,501
0246	Assistant Principal, K-8 <u>SPS*</u>	A	55								
0139	Assistant Principal, Elementary, <u>SPS*</u>	A	46	\$124,165	\$129,668	\$135,464	\$142,769	\$149,219	\$157,335	\$157,335	\$157,335
0140	Assistant Principal, Middle, <u>SPS*</u>	T	42	\$123,706	\$129,199	\$134,967	\$142,230	\$148,643	\$156,735	\$156,735	\$156,735
0246	Assistant Principal, K-8, <u>SPS*</u>	T	42								
0139	Assistant Principal, Elementary <u>SPS*</u> λ	T	40	\$118,494	\$123,715	\$129,208	\$136,130	\$142,248	\$149,946	\$149,946	\$149,946
0812	Site Instructional Coordinator, <u>SPS*</u>	T	39	\$111,785	\$116,712	\$121,895	\$128,424	\$134,196	\$141,457	\$141,457	\$141,457

\*Superintendent's Priority School (SPS)

Salary Schedule: B7

Job Code	Classification Title	Cal	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
1945	Dir II, Integrated Health and Support Services	A	70	\$130,571	\$133,084	\$138,113	\$145,655	\$151,941	\$158,227	\$163,255	\$168,910
9883	Dir II, Career Readiness	A	70								
9888	Dir II, Master Scheduling	A	70								
5061	Dir II, Social Emotional Learning	A	70								
1977	Dir II, Student Services Alternative Education	A	70								
1949	Dir I, Behavior and Re-Entry	A	58	\$123,215	\$126,735	\$132,292	\$138,131	\$144,283	\$150,698	\$152,582	\$154,497
5246	Dir I, Health Services	A	58								
9809	Dir I, Student Support, CARES Act	A	58								
6034	Dir I, Youth Development	A	58								
9778	Administrator, Teaching and Learning	A	58								
9899	Administrator, SELPA	A	58								
5215	Coord III, Assessment & Eval	A	47	\$118,271	\$121,384	\$126,665	\$131,825	\$138,060	\$144,186	\$146,701	\$149,083
1982	Coord III, Attendance, Dropout, Prev, & Recovery	A	47								
9868	Coord III, Culture & Climate	A	47								
5141	Coord III, Curriculum & Instruction English Language Arts	A	47								
5142	Coord III, Curriculum and Instruction Mathematics	A	47								
5143	Coord III, Curriculum and Instruction Science	A	47								
9825	Coord III, District Athletics	A	47								
9670	Coord III, GATE and AP Programs	A	47								
9849	Coord III, Instructional Technology	A	47								

Salary Schedule: B7

Job Code	Classification Title	Cal	Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
9879	Coord III, Visual & Performing Arts	A	47	\$118,271	\$121,384	\$126,665	\$131,825	\$138,060	\$144,186	\$146,701	\$149,083
9852	Coord II, Curriculum & Instruction - History-Social Science	A	44	\$116,793	\$118,050	\$120,564	\$127,857	+\$134,143	\$139,171	\$142,942	\$146,444
1959	Coord II, Foster Youth Services	A	44								
6020	Coord II, Library and Media Services	A	44								
6028	Coord II, Linked Learning	A	44								
9724	Coord II, Multilingual Literacy	A	44								
0114	Coord II, New Teacher Induction Services	A	44								
1941	Coord II, Regional Occupational Prog	A	44								
1979	Coord II, Student Support Services	A	44								
9810	Coord II, 504 & Educational Supports, CARES Act	A	44								
0082	Specialist, Researchλ	A	25								
0121	Coord, Child Development Progλ	A	23	\$104,938	\$107,725	\$112,340	\$118,147	\$123,275	\$130,518	\$131,775	\$133,032
5241	Coord I, CAGISM	T	22	\$105,145	\$107,937	\$112,561	\$118,379	\$123,518	\$130,775	\$132,034	\$133,294
2116	Dean, Secondaryλ	C	21	\$105,336	\$107,860	\$109,823	\$115,470	\$120,458	\$126,756	\$129,751	\$131,013
0189	Program Coord, Homeless	T	20	\$105,145	\$107,664	\$109,624	\$115,260	\$120,239	\$126,526	\$129,515	\$130,775

Salary Schedule: B7

The number of required days of service for each are as follows:

SBE (School Board of Education) Waiver Days: Calendars A, C, F-2, and T have 8 additional work days (SBE Waiver Days) for the 2024-25 and 2025-26 School years, per UPE agreement dated April 12, 2024.

Calendar	Number of Work Days
A	231 Days (223 + 8 SBE Waiver Days)
C	209 Days (201 + 8 SBE Waiver Days)
F-2	210 Days (202 + 8 SBE Waiver Days)
T	219 Days (211 + 8 SBE Waiver Days)

Per UPE/SCUSD agreement dated 8/3/17, annual salaries with the addition of Step 7 and Step 8. Doctoral Stipend: Commencing with the 2017-18 school year, UPE members who possess a doctorate degree will be paid an annual stipend in the amount of \$3,000.

Longevity Steps: Commencing with the 2023-24 school year, UPE members will be eligible for longevity steps at the following years as reflected on the salary schedule attached hereto:

- Year 10 - 2% of employee's base salary
- Year 14 - 4% of employee's base salary
- Year 17 - 6% of employee's base salary
- Year 20 - 8% of employee's base salary
- Year 25 - 10% of employee's base salary

Unit members employed on or after July 1, 2017 on a twelve (12) month work calendar will work 223 days a year for the 2017-18 school year and thereafter with no vacation days.

λ New Range created for

- 0082 Specialist Research (Range 25), per UPE Tentative Agreement dated April 12, 2024.
- 0121 Coordinator, Child Development (Range 23), per UPE Tentative Agreement dated April 12, 2024.
- 2116 Dean, Secondary (Range 21), per UPE Tentative Agreement dated April 12, 2024.
- 0139 Assistant Principal, Elementary SPS\* (Range 40), per UPE Tentative Agreement dated December 15, 2023.

**Job Classifications Added/Revised:**

- Director II, Health Services
- Administrator, SELPA



**Confidential Unit**  
**2024-25 School Year**  
**Salary Schedule F**  
 Placement of Classes on Ranges  
*(Effective July 1, 2024)*

<b>Job Class Code</b>	<b>Salary Range</b>	<b>Position Classification Title</b>
9873	63	Accounting Analyst
8061	55	Administrative Assistant to the Chief Business Officer
8052	55	Administrative Assistant (Education-Instructional Services)
9790	55	Administrative Assistant (Education-Special Education)
9828	55	Administrative Assistant (Facility Support Services)
8053	55	Administrative Assistant (Human Resource Services)
9864	63	Benefits Analyst
9723	55	Board of Education Specialist
8057	63	Budget Analyst
9845	63	Contract Analyst
9858	63	Employee Compensation Analyst
0805	63	Employee Relations Analyst
8050	63	Executive Assistant (Superintendent)
8058	63	Human Resource Services Analyst
9856	63	Human Resource Services, Audit & Compliance Analyst
9819	63	Human Resource Services Special Projects Analyst
9793	63	Human Resource Services Technology Analyst
9662	57	Legal Analyst I
9829	60	Legal Services/Safe Schools Specialist
8060	46	Office Assistant, Fiscal Services

<b>Job Class Code</b>	<b>Salary Range</b>	<b>Position Classification Title</b>
9820	46	Office Assistant, Human Resource Services
9818	46	Office Assistant, State and Federal Programs
9848	46	Office Assistant, Youth Development Support
9898	63	Payroll Retirement Analyst
0425	71	Personnel Specialist
9796	63	Recruitment and Retention Specialist

*Salary Schedule F*

Effective 7/1/2024, 2% Increase Applied  
CONF 24-25 – Updated 9/5/2024

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Salary Schedule for Confidential Unit**  
**2024-25 School Year (12 Months)**  
**(Effective July 1, 2024)**

SALARY RANGE	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		STEP 6	
	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly	Monthly	Hourly
46	\$5,677	\$32.75	\$5,895	\$34.01	\$6,132	\$35.38	\$6,368	\$36.74	\$6,630	\$38.25	\$6,881	\$39.70
47	\$5,785	\$33.38	\$6,011	\$34.68	\$6,227	\$35.93	\$6,491	\$37.45	\$6,769	\$39.05	\$7,035	\$40.59
48	\$5,895	\$34.01	\$6,132	\$35.38	\$6,368	\$36.74	\$6,630	\$38.25	\$6,881	\$39.70	\$7,203	\$41.56
49	\$6,011	\$34.68	\$6,227	\$35.93	\$6,491	\$37.45	\$6,769	\$39.05	\$7,035	\$40.59	\$7,325	\$42.26
50	\$6,132	\$35.38	\$6,368	\$36.74	\$6,630	\$38.25	\$6,881	\$39.70	\$7,203	\$41.56	\$7,499	\$43.26
51	\$6,227	\$35.93	\$6,491	\$37.45	\$6,769	\$39.05	\$7,035	\$40.59	\$7,325	\$42.26	\$7,647	\$44.12
52	\$6,368	\$36.74	\$6,630	\$38.25	\$6,881	\$39.70	\$7,203	\$41.56	\$7,499	\$43.26	\$7,805	\$45.03
53	\$6,491	\$37.45	\$6,769	\$39.05	\$7,035	\$40.59	\$7,325	\$42.26	\$7,647	\$44.12	\$7,976	\$46.02
54	\$6,630	\$38.25	\$6,881	\$39.70	\$7,203	\$41.56	\$7,499	\$43.26	\$7,805	\$45.03	\$8,158	\$47.07
55	\$6,769	\$39.05	\$7,035	\$40.59	\$7,325	\$42.26	\$7,647	\$44.12	\$7,976	\$46.02	\$8,306	\$47.92
56	\$6,881	\$39.70	\$7,203	\$41.56	\$7,499	\$43.26	\$7,805	\$45.03	\$8,158	\$47.07	\$8,489	\$48.98
57	\$7,035	\$40.59	\$7,325	\$42.26	\$7,647	\$44.12	\$7,976	\$46.02	\$8,306	\$47.92	\$8,660	\$49.96
58	\$7,203	\$41.56	\$7,499	\$43.26	\$7,805	\$45.03	\$8,158	\$47.07	\$8,489	\$48.98	\$8,857	\$51.10
59	\$7,325	\$42.26	\$7,647	\$44.12	\$7,976	\$46.02	\$8,306	\$47.92	\$8,660	\$49.96	\$9,039	\$52.15
60	\$7,499	\$43.26	\$7,805	\$45.03	\$8,158	\$47.07	\$8,489	\$48.98	\$8,857	\$51.10	\$9,231	\$53.26
61	\$7,647	\$44.12	\$7,976	\$46.02	\$8,306	\$47.92	\$8,660	\$49.96	\$9,039	\$52.15	\$9,436	\$54.44
62	\$7,805	\$45.03	\$8,158	\$47.07	\$8,489	\$48.98	\$8,857	\$51.10	\$9,231	\$53.26	\$9,643	\$55.63
63	\$7,976	\$46.02	\$8,306	\$47.92	\$8,660	\$49.96	\$9,039	\$52.15	\$9,436	\$54.44	\$9,867	\$56.93
64	\$8,158	\$47.07	\$8,489	\$48.98	\$8,857	\$51.10	\$9,231	\$53.26	\$9,643	\$55.63	\$10,089	\$58.21
65	\$8,306	\$47.92	\$8,660	\$49.96	\$9,039	\$52.15	\$9,436	\$54.44	\$9,867	\$56.93	\$10,311	\$59.49
66	\$8,489	\$48.98	\$8,857	\$51.10	\$9,231	\$53.26	\$9,643	\$55.63	\$10,089	\$58.21	\$10,538	\$60.80
67	\$8,660	\$49.96	\$9,039	\$52.15	\$9,436	\$54.44	\$9,867	\$56.93	\$10,311	\$59.49	\$10,773	\$62.15
68	\$8,857	\$51.10	\$9,231	\$53.26	\$9,643	\$55.63	\$10,089	\$58.21	\$10,538	\$60.80	\$11,014	\$63.54
69	\$9,039	\$52.15	\$9,436	\$54.44	\$9,867	\$56.93	\$10,311	\$59.49	\$10,773	\$62.15	\$11,263	\$64.98
70	\$9,231	\$53.26	\$9,643	\$55.63	\$10,089	\$58.21	\$10,538	\$60.80	\$11,014	\$63.54	\$11,520	\$66.46
71	\$9,436	\$54.44	\$9,867	\$56.93	\$10,311	\$59.49	\$10,773	\$62.15	\$11,263	\$64.98	\$11,778	\$67.95
72	\$9,643	\$55.63	\$10,089	\$58.21	\$10,538	\$60.80	\$11,014	\$63.54	\$11,520	\$66.46	\$12,074	\$69.66
73	\$9,867	\$56.93	\$10,311	\$59.49	\$10,773	\$62.15	\$11,263	\$64.98	\$11,778	\$67.95	\$12,378	\$71.41

**Longevity Increment:** Effective July 1, 2023, Longevity steps are paid as follows: 10 years - 2% of employee's base salary; 14 years - 4% of employee's base salary; 17 years - 6% of employee's base salary; 20 years - 8% of employee's base salary; 25 years - 10% of employee's base salary.

**In-Service Growth:** Effective July 1, 1990, a stipend of \$5.00 per month, per semester unit of credit may be earned after three years of service, for up to a total of 32 units. Effective May 1, 2006, the compensation per unit of allowable credit and maximum number of units shall be increased as follows: 0 - 6.5 units = \$6; 7 - 13.5 units = \$7; 14 - 20.5 units = \$8; 21 - 48 units = \$9; 49 - 60 units = \$10. District and/or union sponsored training programs will receive credit of one unit per 16 hours of training.

**Hourly Rates:** Computed on the basis of 173.333 average work-hours per month.

Salary Schedule - Hourly: F-HR; Monthly: F-M

Effective 7/1/2024, 2% Increase Applied  
CONF 24-25 Updated 9/5/2024

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Salary Schedule for Confidential Unit**  
**2024-25 School Year (12 Months)**  
**(Effective July 1, 2024)**

Hourly	Daily	Monthly	Yearly
\$32.75	\$256.89	\$5,677	\$68,124
\$33.38	\$261.79	\$5,785	\$69,420
\$34.01	\$266.72	\$5,895	\$70,740
\$34.68	\$271.99	\$6,011	\$72,132
\$35.38	\$277.48	\$6,132	\$73,584
\$35.93	\$281.77	\$6,227	\$74,724
\$36.74	\$288.14	\$6,368	\$76,416
\$37.45	\$293.72	\$6,491	\$77,892
\$38.25	\$300.00	\$6,630	\$79,560
\$39.05	\$306.28	\$6,769	\$81,228
\$39.70	\$311.35	\$6,881	\$82,572
\$40.59	\$318.32	\$7,035	\$84,420
\$41.56	\$325.94	\$7,203	\$86,436
\$42.26	\$331.43	\$7,325	\$87,900
\$43.26	\$339.32	\$7,499	\$89,988
\$44.12	\$346.02	\$7,647	\$91,764
\$45.03	\$353.17	\$7,805	\$93,660
\$46.02	\$360.92	\$7,976	\$95,712
\$47.07	\$369.14	\$8,158	\$97,896
\$47.92	\$375.83	\$8,306	\$99,672
\$48.98	\$384.14	\$8,489	\$101,868
\$49.96	\$391.85	\$8,660	\$103,920
\$51.10	\$400.75	\$8,857	\$106,284
\$52.15	\$409.02	\$9,039	\$108,468
\$53.26	\$417.69	\$9,231	\$110,772
\$54.44	\$426.97	\$9,436	\$113,232
\$55.63	\$436.34	\$9,643	\$115,716
\$56.93	\$446.49	\$9,867	\$118,404
\$58.21	\$456.51	\$10,089	\$121,068
\$59.49	\$466.57	\$10,311	\$123,732
\$60.80	\$476.82	\$10,538	\$126,456
\$62.15	\$487.48	\$10,773	\$129,276
\$63.54	\$498.37	\$11,014	\$132,168
\$64.98	\$509.63	\$11,263	\$135,156
\$66.46	\$521.26	\$11,520	\$138,240
\$67.95	\$532.94	\$11,778	\$141,336
\$69.66	\$546.32	\$12,074	\$144,888
\$71.41	\$560.08	\$12,378	\$148,536

Salary Schedule - Hourly: F-H; Monthly: F-M

Effective 7/1/2024, 2% Increase Applied  
CONF 24-25 - Updated 9/5/2024





**Non-Represented Management**  
**Annual Rate Salary Schedule A**  
**2024-25 School Year**  
*(Effective July 1, 2024)*

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<b>Deputy Chief</b>  9861 Deputy Chief of Academics	  CE	<b>27</b>	<b>X</b>	<b>\$161,909</b>	<b>\$169,327</b>	<b>\$177,112</b>	<b>\$185,288</b>	<b>\$193,877</b>	<b>\$202,885</b>
<b>Assistant Superintendent</b>  9768 Business Services 1939 Curriculum and Instruction 9869 Early Learning and Care 9770 Facility Support Services 9884 Human Resources 9733 Instructional Assistant Superintendent 9885 Labor Relations 9779 Special Education, Innovation, and Learning 9730 Student Support Services	  CL CE  CE CL CL CE  CL CE CE	<b>24</b>	<b>X</b>	<b>\$151,322</b>	<b>\$158,212</b>	<b>\$165,439</b>	<b>\$173,024</b>	<b>\$180,998</b>	<b>\$189,368</b>
<b>Executive Director</b>  9860 LCAP (Local Control Accountability Plan) 9792 Nutrition Services, Central Kitchen and Distribution Services 9842 Student Support and Health Services	  CL CL CE	<b>23</b>	<b>X</b>	<b>\$150,296</b>	<b>\$154,672</b>	<b>\$161,730</b>	<b>\$169,143</b>	<b>\$176,919</b>	<b>\$185,079</b>

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<b>Director III</b>		<b>19</b>	<b>X</b>	<b>\$135,327</b>	<b>\$141,406</b>	<b>\$147,799</b>	<b>\$154,511</b>	<b>\$161,564</b>	<b>\$168,954</b>
9782 Accounting Services	CL								
6024 Adult Education	CL								
1919 Child Development	CE								
4936 Enrollment Center	CL								
9772 Facilities Management, Maintenance and Operations and Resource Management	CL								
9728 Guidance & Counseling	CE								
9777 Multilingual Education, Teaching and Learning	CE								
9835 Multi-Tiered Systems of Support (MTSS)	CE								
9839 Professional Learning, Educator & Leadership Development	CE								
9897 Professional Learning, Culture, Climate	CE								
9837 Professional Learning,	CE								
9838 Professional Learning, Mathematics & Sciences	CE								
9734 Special Education Local Plan Area (SELPA)	CE								
9824 State and Federal Programs	CE								
9713 Strategy and Innovation	CL								
9847 Student and Data Systems	CL								
6030 Student Services/Alternative Education	CE								
9855 Summer School & Extended Learning Opportunities									
0214 Youth Development	CE								
<b>Director II</b>		<b>17</b>	<b>X</b>	<b>\$129,458</b>	<b>\$135,246</b>	<b>\$141,336</b>	<b>\$147,728</b>	<b>\$154,424</b>	<b>\$161,468</b>
9816 Constituent Services	CL								
5057 Employee Relations	CL								
9900 Facilities Design and Construction	CL								

<b>Job Class Code and Classification Title</b>	<b>CE CL</b>	<b>Range</b>	<b>Cal</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>
<b>Director II</b> <i>(Continued)</i>		<b>17</b>	<b>X</b>	<b>\$129,458</b>	<b>\$135,246</b>	<b>\$141,336</b>	<b>\$147,728</b>	<b>\$154,424</b>	<b>\$161,468</b>
0204 Human Resource Services	CL								
9735 Office of Safe Schools	CL								
9891 Payroll Operations	CL								
9901 Planning and Property Management	CL								
9840 Risk Management and Employee Benefits	CL								
9834 Talent Management	CL								
<b>Director I</b>		<b>15</b>	<b>X</b>	<b>\$123,873</b>	<b>\$129,391</b>	<b>\$135,179</b>	<b>\$141,261</b>	<b>\$147,643</b>	<b>\$154,353</b>
9832 Attendance and Engagement	CL								
9787 Transportation Services	CL								
<b>Coordinator*/ Manager III**</b>		<b>13</b>	<b>X</b>	<b>\$118,555</b>	<b>\$123,817</b>	<b>\$129,318</b>	<b>\$135,104</b>	<b>\$141,189</b>	<b>\$147,567</b>
9814 Assistant In-House Council	CL								
6015 Adult Education*	CE								
9895 Business Systems Administrator*									
1972 Database Administrator*	CL								
9850 Facilities Maintenance**	CL								
9903 Project Manager, Facilities Design and Construction**	CL								
9863 Position Control System**	CL								
0104 Youth Development*	CL								
<b>Coordinator* / Manager II**</b>		<b>11</b>	<b>X</b>	<b>\$113,503</b>	<b>\$118,496</b>	<b>\$123,747</b>	<b>\$129,250</b>	<b>\$135,036</b>	<b>\$141,109</b>
9874 Accounting Services**	CL								
9775 Assistant Director, Nutrition Services	CL								
9798 Board Certified Behavior Analyst (BCBA)	CL								
9813 Budget Services**	CL								
9823 College and Career Experience*	CL								
0424 Communications Officer**	CL								
9736 Community Engagement**	CL								
1984 District Operations and Security Services**	CL								
9857 Employee Compensation**	CL								

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<b>Coordinator* / Manager II**</b> <i>(Continued)</i>		<b>11</b>	<b>X</b>	<b>\$113,503</b>	<b>\$118,496</b>	<b>\$123,747</b>	<b>\$129,250</b>	<b>\$135,036</b>	<b>\$141,109</b>
1906 Environmental Sustainability	CL								
9846 Facilities Planning**	CL								
1964 Grant Writer*	CL								
1978 Health Services*	CL								
9851 Human Resource Services, Change Management*	CL								
9887 Internal Auditor*	CL								
9708 K-12 Project Manager**	CL								
9765 Nutrition Program**	CL								
1955 Purchasing Services**	CL								
9751 Research and Data*	CL								
9876 Risk Management & Employee Benefits	CL								
6044 Student Information Systems	CL								
1986 Work-Based Learning	CL								
<b>Coordinator* / Manager I**</b>		<b>9</b>	<b>X</b>	<b>\$108,685</b>	<b>\$113,440</b>	<b>\$118,438</b>	<b>\$123,679</b>	<b>\$129,182</b>	<b>\$134,965</b>
9764 Central Kitchen**	CL								
9766 Nutrition Services Procurement & Warehouse**	CL								
9833 Safety Intervention and Response	CL								
9865 Title IX*	CL								
<b>Coordinator* / Manager I**</b>		<b>9</b>	<b>TNR</b>	<b>\$107,527</b>	<b>\$112,202</b>	<b>\$117,119</b>	<b>\$122,255</b>	<b>\$127,659</b>	<b>\$133,340</b>
0122 Learning Support Services*	CL								
9769 Mental Health*	CL								
<b>Specialist III</b>		<b>7</b>	<b>X</b>	<b>\$104,106</b>	<b>\$108,629</b>	<b>\$113,377</b>	<b>\$118,377</b>	<b>\$123,612</b>	<b>\$129,115</b>
9712 Attendance and Enrollment	CL								
9892 Cyber Security	CL								
1937 Youth Development	CL								
<b>Specialist II</b>		<b>5</b>	<b>X</b>	<b>\$99,745</b>	<b>\$104,059</b>	<b>\$108,573</b>	<b>\$113,331</b>	<b>\$118,310</b>	<b>\$123,552</b>
5244 Bullying Prevention	CL								

<b>Job Class Code and Classification Title</b>	<b>CE CL</b>	<b>Range</b>	<b>Cal</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>
<b>Specialist II (Continued)</b> 9748 District Facility Operations 9831 District Grounds Maintenance	 CL CL	<b>5</b>	<b>X</b>	<b>\$99,745</b>	<b>\$104,059</b>	<b>\$108,573</b>	<b>\$113,331</b>	<b>\$118,310</b>	<b>\$123,552</b>
<b>Specialist II (Continued)</b> 9811 Mental Health 1974 Student, Support Services (Either 5A/5T) 9811 Mental Health 1974 Student Support Services (Either 5A/5T)	 CL CL CL CL	<b>5</b>	<b>TNR</b>	<b>\$98,747</b>	<b>102,983</b>	<b>107,415</b>	<b>\$112,086</b>	<b>\$116,983</b>	<b>\$122,123</b>
<b>Specialist I</b> 9785 Marketing and Graphic Design	 CL	<b>3</b>	<b>X</b>	<b>\$95,589</b>	<b>\$99,695</b>	<b>\$103,995</b>	<b>\$108,517</b>	<b>\$113,267</b>	<b>\$118,252</b>

CE = Certificated; CL = Classified; Cal = Calendar

The annual salaries shown above are derived by multiplying the number of days of required service in a given year (exclusive of legal and Board-granted holidays and vacation) by the daily rates shown in the following table.

SBE (School Board of Education) Waiver Days: TNR calendar has 8 additional work days (SBE Waiver Days) for the 2024-25 and 2025-26 School years.

The number of required days of service for each are as follows:

<b>Calendar</b>	<b># of Work Days</b>	<b>Salary Schedule</b>
<b>TNR</b>	<b>219 (211 + 8 SBE Waiver Days)</b>	<b>A5</b>
<b>X</b>	<b>239</b>	<b>A-Annual</b>

Longevity Increments: Effective July 1, 2023, Longevity steps are paid as follows:

- 10 years - 2% of employee's base salary
- 14 years - 4% of employee's base salary
- 17 years - 6% of employee's base salary
- 20 years - 8% of employee's base salary
- 25 years - 10% of employee's base salary