



**Putting
Children
First**

AMENDED
**BOARD OF EDUCATION
MEETING AND WORKSHOP**

Board of Education Members

- Jasjit Singh, President (Trustee Area 2)*
- Tara Jeane, Vice President (Trustee Area 1)*
- Chinua Rhodes, Second Vice President (Trustee Area 5)*
- Jose Navarro (Trustee Area 3)*
- April Ybarra (Trustee Area 4)*
- Taylor Kayatta (Trustee Area 6)*
- Michael Benjamin (Trustee Area 7)*
- Justine Chueh-Griffith, Student Member*

Thursday, April 10, 2025

5:00 p.m. Closed Session

6:00 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

AGENDA

2024/25-17

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 (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*

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 1st Vice President 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; (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 CONSENT AGENDA** **Action**
2 minutes

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.

8.1 Items Subject or Not Subject to Closed Session:

8.1a Approve/Ratification of Other Agreements, Bid Awards, Declared Surplus Materials and Equipment, Change Notices, and Notices of Completion (Janea Marking)

8.1b Approve Contracts Report >\$15,000 (Janea Marking)

8.1c Approval of Unauthorized Vendor Payments (Janea Marking)

8.1d Approve Purchase Order Board Report for the Period of February 15, 2025, through March 14, 2025 (Janea Marking)

8.1e Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of February 1-28, 2025 (Janea Marking)

8.1f Approve Donations to the District for the Period of February 1-28, 2025 (Janea Marking)

8.1g Approve Revision to Board Policy 5030 School Wellness (Janea Marking)

8.1h Approve Personnel Transactions (Cancy McArn)

8.1i Approve Adoption of Instructional Materials for AP African American Studies (Yvonne Wright)

8.1j Approve Adoption of Instructional Materials for International Baccalaureate (IB) courses at Umoja International Academy and Luther Burbank High School

(Yvonne Wright)

*8.1k Approve Local Interagency Agreement between the County of Sacramento and Sacramento City Unified School District Special Education Local Plan Area for Interim Housing at New Joseph Bonnheim Community Charter School
(Nathaniel Browning)*

*8.1l Approve Memorandum of Agreement Between SCUSD and USDA Forest Service to Evaluate District Urban Forestry Needs and Efforts
(Nathaniel Browning)*

*8.1m Approve Notice of Exemption for Fern Bacon Modernization Project
(Nathaniel Browning)*

*8.1n Approve Notice of Exemption for Pacific Elementary Modernization Project
(Nathaniel Browning)*

8.1o Approve Job Descriptions (Cancy McArn & Dan Schallock)

8.1p Approve Salary Schedules (Cancy McArn & Dan Schallock)

*8.1q Approve School of Engineering and Sciences field trip to Kingwood, TX from April 14-20, 2025 to receive FIRST Robotics Competition Award
(Mary Hardin Young & Jerad Hyden)*

*8.1r Approve Resolution No. 3488: Resolution Regarding Board Stipends
(Superintendent Lisa Allen)*

*8.1s Approve Resolution No. 3489: Resolution Regarding Board Stipends
(Superintendent Lisa Allen)*

8.1t Approve SETA Head Start Grant Application (Basic and TTA) Fiscal Year 2025-2026 (Yvonne Wright)

6:32 p.m. **9.0 COMMUNICATIONS**

9.1 *Employee Organization Reports:*

- *SCTA*
- *SEIU*
- *TCS*
- *Teamsters*
- *UPE*

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

7:11 p.m. 9.2 *Student Member Report (Justine Chueh-Griffith)*

Information
5 minutes

7:16 p.m.	9.3	<i>President's Report (Jasjit Singh)</i>	Information 5 minutes
7:21p.m.	9.4	<i>Information Sharing by Board Members</i>	Information 10 minutes
10.0 SPECIAL PRESENTATION			
7:31 p.m.	10.1	<i>Recognition of National Arab American Month (1st Vice President Tara Jeane)</i>	Information 5 minute presentation 5 minute discussion
7:41 p.m.	10.2	<i>Earth Day Recognition and Sustainability Update (Chamberlain Segrest)</i>	Information 5 minute presentation 5 minute discussion
7:51 p.m.	10.3	<i>Adult Education Week Presentation (Marla Clayton Johnson)</i>	Information 10 minute presentation 10 minute discussion
8:11 p.m	10.4	<i>Special Education Update (Yvonne Wright, Becky Bryant, & Iris Taylor)</i>	Information 10 minute presentation 10 minute discussion
11.0 PUBLIC HEARING			
8:31 p.m	11.1	<i>Hearing and Adoption of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener (Cancy McArn)</i>	Public Hearing/Action 5 minute presentation 5 minute discussion
8:41 p.m	11.2	<i>Received Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener (Cancy McArn)</i>	Information 1 minute presentation
8:42 p.m	11.3	<i>Hearing and Adoption of District's Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener. (Cancy McArn)</i>	Public Hearing/Action 5 minute presentation 5 minute discussion
8:52 p.m	11.4	<i>Receive Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener (Cancy McArn)</i>	Information 1 minute presentation
8:53 p.m	11.5	<i>Determination Hearing for Charter Renewal for The MET (Amanda Goldman, Ed.D.)</i>	Conference/Action 10 minute presentation 10 minute discussion
9:13 p.m	11.6	<i>Determination Hearing for Charter Renewal for George Washington Carver School of Arts and Science (Amanda Goldman, Ed.D.)</i>	Conference/Action 10 minute presentation 10 minute discussion

9:33 p.m **12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS Receive Information**

12.1 *Business and Financial Information: Enrollment Report – Month 6, Ending Friday, February 14, 2025 (Janea Marking)*

9:35 p.m **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

✓ *May 1, 2025, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

✓ *May 15, 2025, 5:00 p.m. Closed Session, 6:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

9:37 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 47th Avenue, Sacramento, during normal business hours or on the District's website at www.scusd.edu.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1a

Meeting Date: April 10, 2025

Subject: 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): Goal 1 – Graduation Outcomes; Goal 2 – Academic Outcomes; Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

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

Estimated Time of Presentation: N/A

Submitted by: Janea Marking, Chief Business and Operations Officer

Tina Alvarez Bevens, Contract Analyst

Approved by: Lisa Allen, Superintendent

ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

<u>Contractor</u>	<u>New Item</u>	<u>Amount</u>
<u>CHARLES A. JONES SKILLS CENTER</u>		
EmpowerTO Inc dba Techedify A24-00284	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$500 Admin Fee paid to CAJ, \$5 paid to CAJ for each eligible student that completes workshop
Period: 3/3/25 – 12/14/25 Description: Agreement to Partner with Techedify to provide Digital Community Outreach Workshops at Charles A. Jones Career and Education Center.		
<u>CHARLES A. JONES SKILLS CENTER</u>		
Dr. Mimi Sato A24-00285	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$0 No Match
Period: 3/27/25 – 6/30/28 Description: MOU for educational program for the instruction of “Student Trainees” as required internship experience with Dr. Sato in the Medical Assistant profession as requested by Charles A. Jones Career and Education Center.		
<u>CHARLES A. JONES SKILLS CENTER</u>		
Gold River Pediatric Group A24-00240	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$0 No Match
Period: 3/27/25 – 6/30/26 Description: MOU for required internship experience for qualified Medical Assistant professions as requested by Charles A. Jones Career and Education Center.		
<u>SACRAMENTO CITY UNIFIED SCHOOL DISTRICT</u>		
Shutterfly Lifetouch LLC A25-00004	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	15% back on Shutterfly Storefront 10% Fall Commissions
Period: 3/26/25 – 3/25/26 Description: Agreement for exclusive school photography services at all SCUSD schools includes secured District portal access for student file photo updates.		

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

<u>SITE/DEPT</u>	<u>ITEM</u>
Facilities Support Services New Joseph Bonnheim	BACKGROUND: The Education Code regulates the procedures by which a school district can dispose of personal property. Education Code section 17546 provides that the governing board may, by unanimous vote, dispose of items valued at \$2,500 or less by private sale without advertising, by selling the items at public auction, or if the board finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump. The District has held previous auctions, but they have generally cost more than they have netted for the District.
<u>ITEMS</u>	
*Portable Room 35'x40' (1 each) *Portable Room 24'x40' (2 each) Chromebooks (19 each) Laptops (51 each) Printers (13 each) Projectors (13 each) Monitors (2 each) Misc.-mice/keyboards (6 each)	STATUS: The District has determined these items are not repairable nor usable.

TOTAL VALUE
*\$1,500.00
\$0.00
DISPOSAL METHOD
*Government Auction
e-Waste

RECOMMENDATION: It is recommended that the Board of Education approve the salvage of the listed items per Education Code section 17546

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0183-470 Joseph Bonnheim Playground
Bids received: 2:00 pm, March 20, 2025
Recommendation: Award to: Lamon Construction
Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Lamon Construction	Yuba City, CA	\$1,866,700
Joe's Landscaping & Concrete	Newman, CA	\$2,453,000

Bid No: 0146-470 Isador Cohen Playground
Bids received: 2:00 pm, March 20, 2025
Recommendation: Award to: Martin General
Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Martin General Engineering	Rancho Cordova, CA	\$1,070,400
Joe's Landscaping & Concrete	Newman, CA	\$1,488,000

Memorandum of Understanding
Between
Sacramento City Unified School District
And
EmpowerTO, Inc, dba Techedify

Sacramento City Unified School District (“District”) and Techedify (“Organization”), collectively referred to as “the Parties,” hereby enter into this Memorandum of Understanding (“MOU”) for program services effective on March 03, 2025 (“Effective Date”), with respect to the following recitals.

RECITALS

Whereas District desires to partner with Techedify to provide Digital Community Outreach Workshops at Charles A. Jones Career and Education Center (“CAJ”) located at 5451 Lemon Hill Ave. Sacramento, CA 95824 during the term of this MOU;

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Roles and Responsibilities

A. Organization shall:

- a. Provide all instruction for the workshops at CAJ's designated classroom space. Workshops will initially be held two days per week, offering morning and evening sessions, with the potential to expand as participation increases.
- b. Manage Registration: Maintain an online registration system, ensuring all sign-ups occur digitally. On-site paper registration forms will be available and emailed to Justin@techedify.com for processing. The online registration page will be updated to display remaining seats available for each workshop.
- c. Handle Advertising & Outreach: Promote the workshops across all Sacramento service areas, including Rosemont, Lemon Hill, Fruitridge Pocket, and other target communities (12 in total, each with a goal of 150 participants). Techedify will also advertise CAJ's programs as part of outreach efforts.
- d. Provide Secure Equipment Storage: Store computers on-site in a secure lockbox, ensuring they are accessible for workshop use while maintaining security.
- e. Support Charles A. Jones Career & Education Center: Adjust any registration processes or outreach strategies to align with CAJ's needs, simplifying collaboration.

B. District shall:

- a. Provide Classroom Space: Offer a dedicated space for Techedify's digital community outreach workshops.
- b. Assist with Promotion & Outreach: Distribute flyers and advertise the workshops.
- c. Facilitate On-Site Registration: Allow community members to fill out sign-up sheets on-site and assist with emailing completed forms to Techedify.
- d. Provide Secure Storage for Equipment: Designate a secure storage location for Techedify's locked computer cart.

2. Payment. Techedify shall pay CAJ a one-time Administrative Fee of Five-Hundred Dollars (\$500.00) within thirty (30) days of the execution of this MOU.

- Incentive Payment: Techedify shall pay CAJ Five Dollars (\$5.00) per eligible member that registers and successfully completes the workshop requirements.
- The District shall not have any financial obligation to Techedify during the life of this MOU.

3. Term and Termination. The term of this MOU shall be from March 03,2025 and continue through December 14, 2025. Either Party may terminate this MOU without cause with delivery of a written notice at least thirty (30) days in advance to the other Party at the address below:

If to District:
Sacramento City Unified School District
PO Box 246870
Sacramento CA 95824-6870
Attn: Tina Alvarez Bevens, Contracts

If to Organization:
EmpowerTO, Inc. dba Techedify
Attn: Michael Jett
2971 Plaza Del Amo
Unit 288
Torrance, CA 90503

Notice shall be deemed given when received by Party, or no later than three days after the day of mailing, whichever is sooner. In the event of such termination by the District, the Organization shall not have any further financial obligation to the District other than stated in Article 2.

The District may terminate this Agreement with cause upon written notice of intention to terminate for cause. A Termination for Cause shall include: (a) material violation of this Agreement by the Organization; (b) any act by the Organization exposing the District to liability to others for personal injury or property damage; or (c) the Organization confirms its insolvency or is adjudged a bankrupt. Ten (10) calendar days after service of such notice, this MOU shall cease and terminate.

4. Independent Status. 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.
5. Fingerprinting Requirements. Organization agrees that any individual it assigns to provide services directly to, or have any contact with, pupil(s) of the District, shall be subject to the fingerprinting/background and TB requirements set forth in the California Education Code. Any individual that Organization assigns to provide services directly to, or have any contact with, pupil(s) of the District shall have undergone the background check required in §45125(b)&(c), including response by DOJ, before any service or contact with pupil(s) of the District is allowed.

Pursuant to Education Code §45125.1, Organization shall provide a complete list to the District of all individuals cleared by the DOJ who will provide services under this Agreement (or MOU) and shall certify in writing to the District that Organization has no information that any of the individuals who are required to have their fingerprints submitted to the Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a "violent or serious felony" as defined in §45122.1 or that they have been advised of any such arrest by the DOJ. Organization shall continuously monitor through DOJ, and obtain subsequent arrest notification from DOJ, regarding any individual whose fingerprints were submitted pursuant to §45125.1 and who is or will be providing service directly to, or has contact with, pupil(s) of the District. Upon receipt of a subsequent arrest notification from DOJ, Organization shall, within 24 hours, notify the District of such arrest notification and prohibit the individual from having any further contact with any pupil(s) of the District until such time as the individual's arrest has been determined to not involve a "violent or serious felony" as defined in §45122.1 or the notification has been withdrawn by DOJ. If an individual is disqualified from working for the District pursuant to the requirements of the California Education Code, even if only temporarily, Organization agrees to provide a replacement within 15 days of receiving notification that the previous individual has been disqualified.

Organization further agrees and certifies that any individual providing services directly to any pupil(s) of the District whether qualifying as a Mandated Reporter as defined by California Penal Code §11165.7(a), or not, shall be provided annual training on child abuse and mandated reporting of child abuse or neglect utilizing an evidence-based training method which includes training on how to recognize conduct of adults which may trigger reasonable suspicion of abuse of children, i.e., “red-flag” or “grooming” behaviors.

Failure to adhere to the terms of this provision is grounds for termination of the MOU.

6. Mutual Indemnification. Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney’s fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this MOU, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this MOU.

7. Insurance. Prior to commencement of services and during the life of this MOU, Organization shall provide the District with a certificate of insurance reflecting its comprehensive general liability insurance coverage in a sum not less than \$2,000,000 per occurrence naming District as an additional insured. Such insurance as is afforded by this policy shall be primary, and any insurance carried by District shall be excess and noncontributory.

I. Workers’ Compensation and Employers’ Liability. Organization shall maintain Workers’ Compensation Insurance with Statutory Limits, and Employer’s Liability Insurance with limit of no less than \$1,000,000 per accident for bodily injury or disease. Vendor shall submit to District, along with the certificate of insurance, a waiver of subrogation endorsement in favor of District.

8. Confidential Records and Data. Organization shall not disclose confidential records received from the District, including student records pursuant to FERPA, 20 U.S.C. § 1232g, et seq., and California Education Code § 49060, et seq. Techedify shall maintain the confidentiality of student or pupil records and shall not disclose such records to any third parties without the express written approval of the District, unless compelled by law. In the event a Party receives a request for disclosure of such confidential records, whether under the California Public Records Act, a duly-issued subpoena, or otherwise, said Party shall tender the request to the other Party who shall be responsible for addressing said request, including the defense of its claim of confidentiality. The Party asserting its claim of confidentiality shall hold harmless and defend the Party receiving such request from any liability, claim, loss, cost, attorney’s fees and damages, as adjudged by a court of competent jurisdiction, arising out of a refusal to disclose such confidential records

9. Entire Agreement. This MOU contains the entire agreement between the parties and supersedes all prior understanding between them with respect to the subject matter of this agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this agreement that are not fully

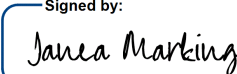
expressed in this MOU. This MOU may not be modified, changed, supplemented or terminated, nor may any obligations under this agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this MOU.

- 10. Nondiscrimination. Any service provided by the parties pursuant to this MOU 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.
- 11. Rules and Regulations. All rules and regulations of the District’s Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Organization pursuant to this MOU. Any rule, regulation or law required to be contained in this MOU shall be deemed to be incorporated herein.
- 12. Amendments. The terms of this MOU shall not be amended in any manner except by written agreement signed by the Parties.
- 13. Execution in Counterparts. This MOU may be executed in counterparts such that the signatures of the parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.
- 14. Authority. Each party represents that they have the authority to enter into this MOU and that the undersigned are authorized to execute this MOU.

IN WITNESS THEREOF, the Parties have caused this agreement to be executed.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

TECHEDIFY

Signed by:

 By: _____
 Janea Marking
 Chief Business Officer


 By: _____
 Michael Jett
 VP, Growth and Development

03/26/2025

February 27, 2025

Date

Date

**AGREEMENT FOR TRAINING
BETWEEN
Dr. Mimi K. Sato-Re MD Medical
AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Charles A. Jones Career and Education Center**

THIS AGREEMENT is made and entered into by and between **Mimi K. Sato-Re MD Medical**, herein called "Contractor", and the SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, Charles A. Jones Career and Education Center, a political subdivision of the State of California, herein called "District

Recitals

- A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at 5735 47th Avenue, Sacramento, California.
- B. The District has an approved educational program for the instruction of SUPERVISOR, herein referred to as "Student Trainees," which requires internship experience at **Mimi K. Sato-re MD Medical**. The Contractor maintains a Business, which can furnish the appropriate experience and facilities.
- C. It is to the benefit of Student Externs/Interns that they be permitted to use the facilities of contractor, for their learning experience.
- D. It is to the benefit of Contractor to participate in the education of a future supply of qualified Medical Assistant professionals for itself and surrounding communities. This affiliation permits Contractor to more fully utilize and develop its community resources.

In consideration of the mutual promises contained herein, the parties agree as follows:

1. GENERAL INFORMATION

- A. Both the Contractor and District agree not to discriminate in the selection or acceptance of any Student Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran status, medical condition (cancer-related) as defined in section 12926 of the California Government Code, ancestry, or marital status, or citizenship, within the limits imposed by law or corporation policy.
- B. Acceptance into student trainee programs offered by Contractor does not denote any promise of future employment. Contractor may employ those Student Trainees who have completed and have shown skills and behavior that qualifies them for employment.
- C. Each Student Trainee participating under the terms of this Agreement shall be enrolled at the District for academic credit.
- D. Each Student Trainee will be subject to policies, rules, and regulations of Contractor while on duty at Contractor's site.
- E. The District and Contractor each reserve the right to refuse to accept or to terminate assignment of any Student Trainee participating under the terms of this Agreement for any cause. A statement of reasons for refusal or termination will be provided to the affected institution.

2. CONTRACTOR PERFORMANCE

Contractor will:

- A. Designate a staff member to coordinate Student Trainee schedule and activities at Contractor's premises, and to act as liaison with District. The name of the Program Coordinator shall be provided to District's Program Coordinator.
- B. Provide experience and observational opportunities at Contractor's premises to Student Trainee. The selection of projects for Student Trainee experience will be made only by Contractor. **Dr. Mimi K. Sato-Re MD Medical**, Staff and managers, with District instructor's support, shall supervise student Trainees.
- C. Not provide transportation. Students shall provide their own transportation.
- D. Not decrease the normal complement of its staff as a result of the assignment of students.
- E. Limit the number of Student Trainees, have final selection rights, and provide periodic evaluations and progress reports to the District of each Student Intern.
- F. Permit, upon reasonable notice, its office facilities to be inspected by agents charged with the responsibility for accreditation of the District, such inspection being limited to the scope necessary for accreditation of the District.
- G. Provide an orientation seminar to each participant.

3. DISTRICT PERFORMANCE

District will:

- A. Designate a staff member to coordinate Student Trainee schedules and activities at Contractor's premises and to act as liaison with Contractor. The name of the Program Coordinator shall be provided to Contractor's Program Coordinator.
- B. Provide the names of Student Trainees to be assigned to Contractor's Program Coordinator sufficiently in advance of the start of this program for scheduling of Student Interns. The District shall assign only properly prepared and qualified Student Interns to Contractor. Student Trainees' schedules shall mutually be determined by District and Contractor.
- C. Require its Student Trainees to conform to Contractor's dress policy, and to be responsible for laundry except when Student Trainees are assigned to services for which Contractor requires and furnishes a special uniform.
- D. Inform each Student Trainee that he/she shall not: (a) drive or ride in Contractor's vehicle; (b) drive on behalf of Contractor or District; or (c) transport any products, persons, supplies or materials by automobile, truck or van or in any way use vehicles in the course and scope of the terms of this Agreement.
- E. Inform each Student Trainee of each provision of this Agreement, and make its best efforts to ensure that each Student Intern understands and complies with each provision of this Agreement.
- F. Instruct each Student Trainee regarding office emergency procedures.
- G. Provide the Contractor with written assurance that each student has had a physical examination with in the past twelve months, has been tested and has obtained a negative result on the TB skin/chest x-ray test, has been immunized for diphtheria, tetanus, varicella, rubella, rubeola (or has positive rubella and rubeola titers), and hepatitis B (or has signed waiver for non-compliance with hepatitis B)
- H. Conduct criminal background screening of all students assigned to Contractor. No students engaging in any patient care or having access to confidential or proprietary records and information shall be permitted in any instance in which student has been convicted of a felony offense. Students having conviction(s) for misdemeanor offenses shall only be assigned to Hospital upon the full and complete disclosure of same by School, and express consent of Hospital for student assignment to Hospital.

4. FINANCIAL OBLIGATIONS

Neither party has any financial obligation to the other party under the terms of this Agreement.

5. INSURANCE AND INDEMNIFICATION

The District and Contractor shall maintain in full force and effect during the full term of this agreement the following insurance or equivalent program of self-insurance:

- A. Commercial or comprehensive general liability insurance with a combined single limit, each occurrence, for bodily and property damage not less than \$1,000,000, with an annual aggregate limit not less than \$3,000,000.
- B. The District shall secure and maintain, for student interns working in the clinical portion of the program at Contractor, professional liability insurance in the amounts not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Said insurance will remain in effect so long as the student intern remains a participant in the program.
- C. Contractor and the District shall each maintain worker's compensation insurance for their own employees, as required under state law; such insurance shall include employer's liability with a limit not less than \$2,000,000 for each occurrence.

Contractor shall defend, indemnify and hold District, its officers, employees, trainees and agents harmless from and against any and 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 and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Contractor, its officers, employees, students or agents. District shall defend, indemnify and hold Contractor, its officers, employees, students, and agents harmless from and against any and 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 and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, trainees, students or agents.

6. STUDENT STATUS

In reference to Workers' Compensation Insurance, it is understood that:

- A. Contractor is responsible only for the actions of its respective officers, agents, employees;
- B. District is responsible only for the actions of its officers, agents, employees, and students;
- C. Students assigned to Contractor are not employees of Contractor or members or employees of Contractor's organized staff.
- D. Contractor does not assume any liability as a result of damages or injuries, which arise from participants traveling to or from Contractor's premises.

7. PERIOD OF AGREEMENT

This Agreement becomes effective upon final execution and terminates until June 30, 2028 or unless earlier terminated, and may be renewed annually by mutual written consent at the end of its agreed period.

8. TERMINATION

Either party upon giving thirty days written notice may terminate the Agreement. Notice shall be deemed given when received by Contractor or District, or no later than three days after the day of mailing, whichever is sooner.

9. NOTICES

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

DISTRICT:

SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT
5735 47th Avenue
Sacramento, California 95824

CONTRACTOR:

Dr. Mimi K. Sato MD Medical
1216 Suncastr Lane suite 1
El Dorado Hills, California 95762
(916) 292-9777

10. ENTIRE AGREEMENT

This Agreement contains the entire agreement between the parties and supersedes all prior understanding, between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the parties to this Agreement.

11. ATTORNEY'S FEES

In the event of any action or proceeding brought by one party against the other party under this Agreement, the prevailing party shall be entitled to recover for the fees of its attorneys in such action or proceeding in such an amount as the court may judge reasonable.

12. SEVERABILITY

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.



40-0075831 5.70 52 13950431

CERTIFICATE OF INSURANCE	Issue Date: 11/12/2024
Effective Date: 01/14/2025	A Claims-Made Professional Liability Policy
First Named Insured: Mimi K Sato-Re MD 1216 Suncastr Lane, Suite 1 El Dorado Hills, CA 95762	IMPORTANT NOTICE: This document is issued as a matter of information and does not confer rights to any recipient. This document is not binding, is not part of the Policy described below, and does not change or extend the coverage provided by that Policy.

Insured: Mimi K Sato-Re MD	
Specialty: FGP02 - Family General Practice Min Surg No OB	
Policy Number: 0075831	Policy Period: From: 01/14/2025 To: 01/14/2026
Retroactive Date: 07/01/1998	Departure Period: From: N/A To: N/A
The Insured above is: <input checked="" type="checkbox"/> A Named Insured <input type="checkbox"/> A Locum Tenens <input type="checkbox"/> An Additional Insured	Agency and Address: O'Brien Insurance Services, Inc. 454 Las Gallinas Avenue, Suite 179 San Rafael, CA 94903 (800) 553-9293
<u>LIMITS OF LIABILITY</u>	
Claim Limit:	\$1,000,000
Aggregate Limit:	\$3,000,000



- I. Locum Tenens and Additional Insureds share Limits of Liability with the applicable Named Insured.
- II. Individuals who occupy a "slot" share Limits of Liability with all others who occupy the same "slot" during the Policy Period.
- III. Photocopies of this document are deemed as valid as the original.
- IV. The Policy, including Endorsements, determines the coverage provided. Some Claims may not be covered by the terms of the Policy, or may be subject to restrictions such as lower Limits of Liability.
- V. If the Policy, or coverage for any person, is canceled for any reason or if the terms of the Policy are changed, we will notify the First Named Insured (and any additional Named Insureds as required by applicable state law). Coverage is not in effect unless and until all payments are received when due.
- VI. If a Departure Period is indicated, the Policy will not respond to Probable Claim Events arising from Professional Services Incidents or Review Incidents that take place during the designated period; however, the Policy will respond if we receive a Claim Report during this period.

**AGREEMENT FOR TRAINING
BETWEEN
Gold River Pediatric Group
AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Charles A. Jones Career and Education Center**

THIS AGREEMENT is made and entered into by and between **Gold river Pediatric Group**, herein called "Contractor", and the **SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, Charles A. Jones Career and Education Center**, a political subdivision of the State of California, herein called "District

Recitals

- A. The District is a public school district in the County of Sacramento, State of California, and has its administrative offices located at 5735 47th Avenue, Sacramento, California.
- B. The District has an approved educational program for the instruction of SUPERVISOR, herein referred to as "Student Trainees," which requires internship experience at **Gold River Pediatric Group**. The Contractor maintains a Business, which can furnish the appropriate experience and facilities.
- C. It is to the benefit of Student Externs/Interns that they be permitted to use the facilities of contractor, for their learning experience.
- D. It is to the benefit of Contractor to participate in the education of a future supply of qualified Medical Assistant professionals for itself and surrounding communities. This affiliation permits Contractor to more fully utilize and develop its community resources.

In consideration of the mutual promises contained herein, the parties agree as follows:

1. GENERAL INFORMATION

- A. Both the Contractor and District agree not to discriminate in the selection or acceptance of any Student Intern pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran status, medical condition (cancer-related) as defined in section 12926 of the California Government Code, ancestry, or marital status, or citizenship, within the limits imposed by law or corporation policy.
- B. Acceptance into student trainee programs offered by Contractor does not denote any promise of future employment. Contractor may employ those Student Trainees who have completed and have shown skills and behavior that qualifies them for employment.
- C. Each Student Trainee participating under the terms of this Agreement shall be enrolled at the District for academic credit.
- D. Each Student Trainee will be subject to policies, rules, and regulations of Contractor while on duty at Contractor's site.
- E. The District and Contractor each reserve the right to refuse to accept or to terminate assignment of any Student Trainee participating under the terms of this Agreement for any cause. A statement of reasons for refusal or termination will be provided to the affected institution.

2. CONTRACTOR PERFORMANCE

Contractor will:

- A. Designate a staff member to coordinate Student Trainee schedule and activities at Contractor's premises, and to act as liaison with District. The name of the Program Coordinator shall be provided to District's Program Coordinator.
- B. Provide experience and observational opportunities at Contractor's premises to Student Trainee. The selection of projects for Student Trainee experience will be made only by Contractor. **Gold River Pediatric Group**, Staff and managers, with District instructor's support, shall supervise student Trainees.
- C. Not provide transportation. Students shall provide their own transportation.
- D. Not decrease the normal complement of its staff as a result of the assignment of students.
- E. Limit the number of Student Trainees, have final selection rights, and provide periodic evaluations and progress reports to the District of each Student Intern.
- F. Permit, upon reasonable notice, its office facilities to be inspected by agents charged with the responsibility for accreditation of the District, such inspection being limited to the scope necessary for accreditation of the District.
- G. Provide an orientation seminar to each participant.

3. DISTRICT PERFORMANCE

District will:

- A. Designate a staff member to coordinate Student Trainee schedules and activities at Contractor's premises and to act as liaison with Contractor. The name of the Program Coordinator shall be provided to Contractor's Program Coordinator.
- B. Provide the names of Student Trainees to be assigned to Contractor's Program Coordinator sufficiently in advance of the start of this program for scheduling of Student Interns. The District shall assign only properly prepared and qualified Student Interns to Contractor. Student Trainees' schedules shall mutually be determined by District and Contractor.
- C. Require its Student Trainees to conform to Contractor's dress policy, and to be responsible for laundry except when Student Trainees are assigned to services for which Contractor requires and furnishes a special uniform.
- D. Inform each Student Trainee that he/she shall not: (a) drive or ride in Contractor's vehicle; (b) drive on behalf of Contractor or District; or (c) transport any products, persons, supplies or materials by automobile, truck or van or in any way use vehicles in the course and scope of the terms of this Agreement.
- E. Inform each Student Trainee of each provision of this Agreement, and make its best efforts to ensure that each Student Intern understands and complies with each provision of this Agreement.
- F. Instruct each Student Trainee regarding office emergency procedures.
- G. Provide the Contractor with written assurance that each student has had a physical examination within the past twelve months, has been tested and has obtained a negative result on the TB skin/chest x-ray test, has been immunized for diphtheria, tetanus, varicella, rubella, rubeola (or has positive rubella and rubella titers), and hepatitis B (or has signed waiver for non-compliance with hepatitis B).
- H. Conduct criminal background screening of all students assigned to Contractor. No students engaging in any patient care or having access to confidential or proprietary records and information shall be permitted in any instance in which student has been convicted of a felony offense. Students having conviction(s) for misdemeanor offenses shall only be assigned to Hospital upon the full and complete disclosure of same by School, and express consent of Hospital for student assignment to Hospital.

4. FINANCIAL OBLIGATIONS

Neither party has any financial obligation to the other party under the terms of this Agreement.

5. INSURANCE AND INDEMNIFICATION

The District and Contractor shall maintain in full force and effect during the full term of this agreement the following insurance or equivalent program of self-insurance:

- A. Commercial or comprehensive general liability insurance with a combined single limit, each occurrence, for bodily and property damage not less than \$1,000,000, with an annual aggregate limit not less than \$3,000,000.
- B. The District shall secure and maintain, for student interns working in the clinical portion of the program at Contractor, professional liability insurance in the amounts not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Said insurance will remain in effect so long as the student intern remains a participant in the program.
- C. Contractor and the District shall each maintain worker's compensation insurance for their own employees, as required under state law; such insurance shall include employer's liability with a limit not less than \$2,000,000 for each occurrence.

Contractor shall defend, indemnify and hold District, its officers, employees, trainees and agents harmless from and against any and 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 and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Contractor, its officers, employees, students or agents. District shall defend, indemnify and hold Contractor, its officers, employees, students, and agents harmless from and against any and 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 and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, trainees, students or agents.

6. STUDENT STATUS

In reference to Workers' Compensation Insurance, it is understood that:

- A. Contractor is responsible only for the actions of its respective officers, agents, employees;
- B. District is responsible only for the actions of its officers, agents, employees, and students;
- C. Students assigned to Contractor are not employees of Contractor or members or employees of Contractor's organized staff.
- D. Contractor does not assume any liability as a result of damages or injuries, which arise from participants traveling to or from Contractor's premises.

7. PERIOD OF AGREEMENT

This Agreement becomes effective upon final execution and terminates until June 30, 2026 or unless earlier terminated, and may be renewed annually by mutual written consent at the end of its agreed period.

8. TERMINATION

Either party upon giving thirty days written notice may terminate the Agreement. Notice shall be deemed given when received by Contractor or District, or no later than three days after the day of mailing, whichever is sooner.

9. NOTICES

Any notices, requests, demand or other communication required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given, or on the third day after mailing if mailed to the party to whom notice is to be given, by first class mail, registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

DISTRICT:

SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT
5735 47th Avenue
Sacramento, California 95824

CONTRACTOR:

Gold River Pediatric Group
1995 Zinfandel Drive suite 105
Rancho Cordova, California 95670
(916) 638-4000

10. ENTIRE AGREEMENT

This Agreement contains the entire agreement between the parties and supersedes all prior understanding, between them with respect to the subject matter of this Agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligations under this Agreement be waived, except by written instrument signed by the parties to this Agreement.

11. ATTORNEY'S FEES

In the event of any action or proceeding brought by one party against the other party under this Agreement, the prevailing party shall be entitled to recover for the fees of its attorneys in such action or proceeding in such an amount as the court may judge reasonable.

12. SEVERABILITY

Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

13. CALIFORNIA

This Agreement shall be construed in accordance with and governed by the laws and decisions of the State of California.

Executed at Sacramento, California, on the day and year as noted below.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Signed by:

Janea Marking

By D2972921888C416...

Date: 03/26/2025

Janea Marking
Chief Business Officer

By *Stephen Lee, Sr. Regional Site Manager*
Date: *3/11/2025*

Gold River Pediatric Group



40.0028615.9.7R.09071B1

CERTIFICATE OF INSURANCE	Issue Date: 09/17/2024
Effective Date: 11/01/2024	A Claims-Made Professional Liability Policy
First Named Insured: Gold River Pediatrics Medical Corporation 1995 Zinfandel Drive, Suite 105 Rancho Cordova, CA 95670	IMPORTANT NOTICE: This document is issued as a matter of information and does not confer rights to any recipient. This document is not binding, is not part of the Policy described below, and does not change or extend the coverage provided by that Policy.

Insured: Gold River Pediatrics Medical Corporation	
Specialty: ENTITY - Entity	
Policy Number: 0026615	Policy Period: From: 11/01/2024 To: 11/01/2025
Retroactive Date: 01/01/2016	Departure Period: From: N/A To: N/A
The Insured above is: <input checked="" type="checkbox"/> A Named Insured <input type="checkbox"/> A Locum Tenens <input type="checkbox"/> An Additional Insured	Agency and Address: O'Brien Insurance Services, Inc. 454 Las Gallinas Avenue, Suite 179 San Rafael, CA 94903 (800)553-9293
LIMITS OF LIABILITY	
Claim Limit:	\$1,000,000
Aggregate Limit:	\$3,000,000



- I. Locum Tenens and Additional Insureds share Limits of Liability with the applicable Named Insured.
- II. Individuals who occupy a "slot" share Limits of Liability with all others who occupy the same "slot" during the Policy Period.
- III. Photocopies of this document are deemed as valid as the original.
- IV. The Policy, including Endorsements, determines the coverage provided. Some Claims may not be covered by the terms of the Policy, or may be subject to restrictions such as lower Limits of Liability.
- V. If the Policy, or coverage for any person, is canceled for any reason or if the terms of the Policy are changed, we will notify the First Named Insured (and any additional Named Insureds as required by applicable state law). Coverage is not in effect unless and until all payments are received when due.
- VI. If a Departure Period is indicated, the Policy will not respond to Probable Claim Events arising from Professional Services Incidents or Review Incidents that take place during the designated period; however, the Policy will respond if we receive a Claim Report during this period.

District Service Agreement



District Information

District Name Sacramento City Unified School District Lifetouch ID 262346

Starting School Year 2025 Ending School Year 2026 Co-op

Contract Type Exclusive Contract Length 1 Year Optional Renewal 1 Year

Address 5735 47th Avenue Phone 916-643-7400

City Sacramento State CA Zip 95824

Secondary School Programs

Contracted Fall Individuals Contracted Prestige Optional Sports

Optional Commencements Optional Senior Cap & Gown Optional Groups

Optional Dance Optional Special Events Optional Yearbook

Other

Total Schools 48 Total Enrollment 17,236

Middle School Programs

Contracted Fall Individuals Optional Spring Individuals Optional Sports

Optional Underclass Grads Optional Groups Optional Special Events

Optional Yearbook Other

Total Schools 10 Total Enrollment 7,700

Elementary School Programs

Contracted Fall Individuals Contracted Spring Individuals Contracted Groups

Optional Underclass Grads Optional Yearbook

Other

Total Schools 17 Total Enrollment 15,775

Early Childhood Center

Contracted Fall Individuals Contracted Spring School Individuals

Fall Preschool Spring Preschool

Total Schools Total Enrollment

Available Products and Services

	Secondary	Middle	Elementary	Early Childhood
Lifetouch Portal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student ID Cards <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Photo Labels	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SmileSafe Cards	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Package	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Principal's Album	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Photo Directory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Calendars <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital Media Download <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rewards & Recognition <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff Package <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Staff ID Cards <input type="button" value="v"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Invoiced Products and Services

Item	Details
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Additional Details

Commissions	10% Fall
Shutterfly Storefront <input type="button" value="v"/>	15% back on Shutterfly Storefront
Miscellaneous <input type="button" value="v"/>	Provide use of ID Printers/software for comprehensive HS
Miscellaneous <input type="button" value="v"/>	Provide use of ID Printers/software for comprehensive MS
<hr/>	<hr/>

Contacts

Name	Title	Phone	Email
Janea Marking	Chief Business Operati	916-643-7400	janea-marking@scusd.edu
Cindy Tao	Assistent Superintendent	916-643-7400	Cindy-Tao@scusd.edu
Robert Aldama	Purchasing Manager	916-643-7400	robert-aldama@scusd.edu
Tim Rocco	Chief Information Officer	916-643-7400	tim-rocco@scusd.edu
Scott Wagers	Applications Specialist	916-643-7400	scott-wagers@scusd.edu

Signature

Jared Robison _____ 3/6/2025 _____
 Jared Robison, Regional Vice President Date

Signed by:
Janea Marking _____ 03/26/2025 _____
 D2972921888C416... Date
 Janea Marking, Chief Business and Operations Officer
 Sacramento City Unified School District

Appendix

A Proposal

Terms & Conditions

AUTHORIZED ACTIVITY: The account noted above (referred to as "you") designates Shutterfly Lifetouch, LLC (referred to as "Lifetouch") as your professional photographer and authorizes Lifetouch to: (i) photograph all students and staff who participate in "Picture Day" or other photography events, and (ii) produce and deliver photographs and services for the programs identified above. If the account is designated as exclusive, you agree not to use any third party for the programs identified above.

ACCOUNT DATA: You are solely responsible for obtaining staff and parent or guardian consent to or opt out of: (i) participation in all events and activities, and (ii) inclusion in class photographs or yearbooks (if included in services). You will provide us with access to students and staff, and use of your facilities, property, and information for the purpose of performing the services, including Picture Day or event administration, fulfillment and distribution of photographs and yearbooks to you, delivery of Picture Day or event notices, and providing parents or guardians of photographed students opportunities to purchase individual and class pictures and yearbooks (if included in services).

DATA PRIVACY: Lifetouch will not disclose confidential information provided by you or use or retain it for any purpose other than performing the services or other internal uses as allowed by law. Lifetouch agrees to comply with laws, regulations and governmental orders governing the privacy and security of personal information including, where applicable and without limitation, the Family Educational Rights in Privacy Act.

COPYRIGHT: Lifetouch is and remains the copyright owner of all photographic images created in connection with this agreement. If Lifetouch is obligated to provide photographic images to the you as part of the services provided under this agreement, Lifetouch hereby grants you a nonexclusive, irrevocable, royalty-free license to use such photographic images solely for your administrative and educational purposes.

MODIFICATION of CANCELLATION: Lifetouch may modify the terms of this agreement or terminate this agreement upon notice to you. You may terminate this agreement if Lifetouch notifies you of a material change. If you do not terminate this agreement within 30 days after you receive notice of a change to the terms, you will be deemed to have accepted the change. Lifetouch's liability for any breach is limited. **NEITHER PARTY** is liable for delays or losses as a result of strikes, accidents, government restrictions, acts of God, acts of war, or other causes beyond its control, and such delays will not constitute a breach of contract. Lifetouch's liability for any break is limited to the amount you paid for services.

INSURANCE: During the term of the agreement, we agree to maintain, at our expense, insurance coverage of the types and limits reflected on the attached certification of insurance in full force and effect with a company that has an A.M. Best rating of not less than A-. Commercial general liability insurance shall include you as additional insured and require thirty (30) days' notice of cancellation.

Qualified, Trained, Certificated, and Licensed Personnel. Service Provider shall provide services under this Agreement by appropriately trained and qualified staff. Provider shall be responsible for verifying qualifications, providing training, and monitoring all staff certification at its own expense.

During the term of the agreement, we agree to maintain, at our expense, insurance coverage of the types and limits reflected on the attached certification of insurance in full force and effect with a company that has an A.M. Best rating of not less than A-, VII. Commercial general liability insurance shall include you as additional insured and require thirty (30) days' notice of cancellation.

Further, our insurance will be primary, and any insurance maintained by you shall be excess and non-contributory. We agree to waive and shall require our insurer to waive its right of subrogation in your favor solely with respect to workers' compensation insurance.

ACORD CERTIFICATE OF LIABILITY INSURANCE DATE (MM/DD/YYYY) 06/24/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURED(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Services Central, Inc. Minneapolis MN Office 9600 West 81st Street 8700 Tower, Suite 1100 Minneapolis MN 55437 USA	AGENT NAME TAC No. (FAX) (BAK) (AK) (FIZ) LMA LMA No. INSURER(S) AFFORDING COVERAGE	INSURER(S) AFFORDING COVERAGE INSURER A: Zurich American Ins. Co INSURER B: American Zurich Ins. Co INSURER C: INSURER D: INSURER E: INSURER F:	NAIC # 16135 40142
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INSURED
Shutterfly LLC
Shutterfly Lifetouch LLC
11000 Viking Drive
Eden Prairie MN 55344 USA

CERTIFICATE NUMBER: S7010699714 REVISION NUMBER:

COVERAGES

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY 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 INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. LIMITS SHOWN ARE \$5,000,000

LINE	TYPE OF INSURANCE	PRODUCT CODE	POLICY NUMBER	POLICY EFFECTIVE DATE	POLICY EXPIRY DATE	LIMITS
1	COMMERCIAL GENERAL LIABILITY CLASS NALE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/>		610104081005	06/10/2014	06/30/2015	BODILY INJURY AND PROPERTY DAMAGE \$7,000,000 PRODUCTS AND COMPLETED OPERATIONS \$500,000 MEDICAL EXPENSE (per person) \$1,000 CONTRACT AGREEMENTS \$2,000,000 GENERAL AGGRESSION \$4,000,000 PROFESSIONAL-CORPORATE \$4,000,000
2	AUTOMOBILE LIABILITY ANY AUTO <input checked="" type="checkbox"/> OWNED <input type="checkbox"/> NON-OWNED <input type="checkbox"/> OPERATED <input type="checkbox"/> AUTO-OPER <input type="checkbox"/>		DAP 1040839 09	06/10/2014	06/30/2015	BODILY INJURY-LIMIT \$2,000,000 BODILY INJURY (per person) BODILY INJURY (per accident) PROPERTY DAMAGE (per person) PROPERTY DAMAGE (per accident)
3	UMBRELLA/LIAB EXCESS LIMIT <input type="checkbox"/> COLLAR <input type="checkbox"/> ELIMINATED <input type="checkbox"/>					EACH OCCURRENCE AGGREGATE
4	EMPLOYERS COMPENSATION AND EMPLOYERS LIABILITY ANY EMPLOYER (EMPLOYER-EMPLOYEE) EMPLOYERS LIABILITY (EMPLOYER-EMPLOYEE) EMPLOYERS LIABILITY (EMPLOYER-EMPLOYEE) EMPLOYERS LIABILITY (EMPLOYER-EMPLOYEE)		WCL04083709 WCL04083609	06/10/2014 06/10/2014	06/30/2015 06/30/2015	PER EMPLOYEE (per accident) \$1,000,000 PER EMPLOYEE (aggregate) \$1,000,000 PER EMPLOYEE (aggregate) \$1,000,000

DESCRIPTION OF OPERATIONS: LOCATIONS: VEHICLES (ACORD 101, Additional Remarks: No Vehicle, may be attached if there is a vehicle on file)

CERTIFICATE HOLDER Shutterfly, LLC Shutterfly Lifetouch, LLC 11000 Viking Drive Eden Prairie MN 55344 USA	CANCELLATION UNLESS ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE HEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Aon Risk Services Central, Inc.</i>
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Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)
Shutterfly Holdings, Inc.

2 Business name/disregarded entity name, if different from above.
Shutterfly Lifetouch, LLC

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor C corporation S corporation Partnership Trust/estate
 LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) _____
Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.
 Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any) _____
Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____
(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See Instructions _____

5 Address (number, street, and apt. or suite no.). See instructions.
10 Almaden Blvd., Suite 900

6 City, state, and ZIP code
San Jose, CA 95113

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Social security number

			-						
--	--	--	---	--	--	--	--	--	--

or

Employer identification number

8	4	-	2	3	3	8	6	7	9
---	---	---	---	---	---	---	---	---	---

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person *Sean Fanner*

Date 6/17/2024

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

Terms of Publication Agreement

THIS PUBLICATION AGREEMENT includes the Terms on the front and back of this form and cannot be changed except in writing, signed by the School and Shutterfly Lifetouch, LLC. ("Lifetouch")

LIFETOUCH will provide materials in the form of yearbook kits, layouts, envelopes, instructions and a production schedule for the programs selected to enable the School to prepare its yearbook for printing. The School agrees to prepare and submit all materials, including photographs, graphics and clip art in accordance with the instructions and deadline schedules.

INTERNET-BASED APPLICATION: Some of the Lifetouch products and services are provided through an Internet-based application ("Application"). By selecting an Application, the School authorizes Lifetouch to transmit information, including images, to and from the School and Lifetouch, its affiliated companies, their employees, agents and representatives. The School agrees to comply with the security features of the Application and to protect and control access to the Application, including without limitation, user access credentials.

EMAIL COMMUNICATIONS: Many yearbook communications between Lifetouch and the School will be by email. The Yearbook Adviser email address designated on the front of this Agreement, or such other email address as provided by the School, will be an agreed communication address and communication method. The School agrees to regularly monitor and keep secure the email address and advise Lifetouch promptly of any changes.

PHOTOGRAPHS AND GRAPHICS: Lifetouch reserves the right to crop photographs, graphics, clip art and other materials as deemed necessary by Lifetouch and is not liable for their loss or damage. Lifetouch will make a reasonable effort to return original materials but does not guarantee their return.

PROOFS: So that production will not be delayed, the School agrees to check proofs and return them in the envelope provided or approved via the Web site within 48 hours after receipt. Delay in returning proofs will delay delivery of the yearbooks.

DELIVERY: For on-time delivery, Lifetouch must receive the materials for the correct pages (including cover selection and final order quantity) on or before the deadline dates indicated on the front of this Agreement as may be updated via the Web site. Lifetouch is excused from meeting the requested ship date if pages are not in the plant by the specified deadline date. Handwork in the book or on the cover will require the final deadline to be one week earlier. Books will be shipped to the School.

ADDITIONAL CHARGE ITEMS: The School agrees to pay for artwork provided by Lifetouch, corrective work on School material and non-standard composition or layout. All artwork and custom design work provided by Lifetouch, including any embossing or debossing dies and designs developed at the School's expense, are provided to the School on a nonexclusive basis, and Lifetouch retains all copyrights therein. Charges will be discussed with a School Representative and appear on the final invoice.

END USER BOOK SALES: As a convenience to the School, Lifetouch may collect payments from end users (parents and students) on the school's behalf. In all cases, the Seller of the yearbook to end users is the School or associated School organization, not Lifetouch. Sales tax may or may not apply depending on applicable state and local laws. The School is solely responsible for collecting and remitting any taxes applicable to yearbook sales to end users.

PAYMENT PLAN: The School is the purchaser of the books. The School agrees to pre-sell all books. The School agrees to pay a minimum deposit per the Deposit Rate indicated in the Agreement Details above by the time final pages are submitted to Lifetouch's plant. A deposit notice will be sent at the later of on or about October 1 or 30 days after this Agreement has been signed.

The deposit must be remitted to Shutterfly Lifetouch, LLC, Accounts Receivable, P.O. Box 46993, Eden Prairie, MN 55344-9728. A final invoice will be sent to the School approximately three days after book shipment. Full payment is due (to above address) within 10 days after books are received at the School. The School agrees to pay a 1% monthly service fee for late payment.

PAYING BY CHECK: When the School pays by check, the School authorizes Lifetouch to process the payment as a check transaction, or to use information from the check to make a one-time electronic fund transfer from the School's checking account. Funds may be withdrawn from the account on the day Lifetouch receives payment, and the financial institution will not return the check. A service fee may be charged on returned checks.

THE SCHOOL grants to Lifetouch and its related companies permission to reproduce, distribute and otherwise use reproductions of the School's materials, including without limitation the cover design and production materials, in sales and promotional literature and as samples, without compensation to the School.

MISC: Lifetouch may assign its rights and obligations hereunder. This Agreement binds and benefits the parties and their respective successors and assigns.

LIFETOUCH reserves the right to refuse to print any material, which in its opinion is tortious, illegal or violates any copyright or proprietary rights. Lifetouch assumes no obligation for reviewing or editing materials submitted by or on behalf of the School.

THE SCHOOL is responsible for the content of the book and materials submitted to Lifetouch for printing. Upon request, the School agrees to obtain such authorizations as considered necessary by Lifetouch. The School releases Lifetouch and, to the extent permitted by applicable law, will indemnify and hold harmless Lifetouch, its affiliated companies, employees, agents and representatives from any and all claims, demands, actions, losses, costs, expenses and reasonable attorney fees arising out of or in connection with the printing of any materials submitted by the School, its faculty, administrators, students, employees, representatives, agents or breach of the School's obligations for Applications.

NEITHER PARTY is liable for delays or losses as a result of strikes, accidents, government restrictions, acts of God, acts of war, or other causes beyond its control, and such delays will not constitute a breach of contract.

Remit Payment To:
Shutterfly Lifetouch, LLC Accounts Receivable
PO Box 46993
Eden Prairie, MN 55344-9728

Yearbook Adviser Support:
Email: yearbookadvisersupport@lifetouch.com
Phone: 1.800.736.4761

Appendix A

Lifetouch.

Sacramento City Unified School District

School Photography & Yearbook Services



EXECUTIVE SUMMARY

Lifetouch is honored to be considered as the exclusive school photography provider for the Sacramento City Unified School District. I am providing information on the following pages, which includes the benefits of a partnership with Lifetouch, along with a draft of our District Agreement. We have also listed Optional Programs in the agreement, which can be determined by each individual site in coordination with the Lifetouch support team.

Here are a few highlights of the service and value Lifetouch brings to the Sacramento City Unified School District:

- Local, experienced team – all of our photographers are Lifetouch employees and have passed the necessary background checks and clearances for the state of California. **No subcontractors are used** to photograph in your schools.
- **Competitive packages and pricing** – including a package **starting at \$8.99**. Families that order online receive additional benefits such as Shutterfly offers.
- School Benefits – This includes competitive commission and complimentary Host Service Products. See **page 5** for more information.
- Industry-leading safety and security practices. Lifetouch has signed the **California Data Privacy Agreement**, which your district can piggyback off of. We've highlighted these practices, along with our Data Privacy Plan, on **pages 7-9**.

If you have any questions, do not hesitate to call or email us. We welcome the opportunity to partner with Sacramento City Unified School District as your school photography and yearbook provider of choice!

Kind regards,

Rob Villano

National Sales Executive

Phone: 925.765.6480

Email: cjrobv@lifetouch.com

BENEFITS OF A LIFETOUCH PARTNERSHIP



Lifetouch is honored to have the opportunity to partner with **Sacramento City Unified School District**. Lifetouch is confident we can deliver the right solutions for the your schools, staff and families.

Key benefits of a district agreement with Lifetouch

1. Consistent pricing for ALL schools.
2. Revenue sharing (commission) opportunity.
3. Complimentary products and services.
4. Industry-leading safety and security.

Additional benefits

District level pricing for all schools

- Consistent, market competitive pricing and photography packages.
- Equitable price-value options for all families.
- No student goes home empty-handed—even without purchasing school pictures, each student receives a proof sheet and 2 SmileSafe® ID cards.

Data security – Lifetouch Portal

- Securely access all school and district images and data from one convenient location.
- School and districtwide portal access.
- Download templates, manage the student ID process and create and print rewards & recognition certificates
- Image and data integration with Student Information Systems (SIS).

School & student safety

- One photography company for all schools limiting the number of vendors entering schools.
- All photographers are Lifetouch employees with completed background checks.
- SmileSafe® ID cards in partnership with the National Center for Missing and Exploited Children (NCMEC).

Streamlined Picture Day process

- Seamless, consistent and stress-free experience for schools and families:
 - Automated Picture Day communication
 - Flexible ordering options (online & paper)
 - Proofs available after Picture Day

Dedicated account team

- Tiered support system designed for optimal service, support and responsiveness:
 1. Local sales and operations.
 2. Assigned account manager for each school.



FALL PHOTOGRAPHY PRICING



All packages provide families with high quality images at competitive prices. And when families order online they receive a **Shutterfly Coupon** and **Shutterfly Gift with Purchase**.

No child goes home empty-handed! Even if a family is not able to make a purchase, we ensure that every child receives a proof sheet, 2 SmileSafe safety cards, and a **Shutterfly Coupon**, guaranteeing a special memento from Picture Day

<p>MINI \$8.99</p> <ul style="list-style-type: none"> • 2 - 3x5 • 4 - 2x3 • 2 - SmileSafe Safety Cards • Standard Background • 1 - Class Picture 	<p>STARTER \$14.99</p> <ul style="list-style-type: none"> • 2 - 5x7 • 2 - 3x5 • 4 - 2x3 • 1 - Digital Image Download • 2 - SmileSafe Safety Cards • Standard Background • 1 - Class Picture 	<p>ESSENTIAL \$19.99</p> <ul style="list-style-type: none"> • 3 - 5x7 • 2 - 3x5 • 8 - 2x3 • 1 - Digital Image Download • 2 - SmileSafe Safety Cards • Standard Background • 1 - Class Picture
<p>DIGITAL \$29.99</p> <ul style="list-style-type: none"> • 2 - Digital Image Download • 1 Standard Background & Background Choice • Name & Grade on all Portraits • Basic Retouching • Premium Retouching • 2 - SmileSafe Safety Cards • 1 - Class Picture 	<p>MOST POPULAR \$29.99</p> <ul style="list-style-type: none"> • 1 - 8x10 • 4 - 5x7 • 2 - 3x5 • 8 - 2x3 • 1 - Designer Print • 1 - Digital Image Download • Standard Background • Name & Grade on all Portraits • Basic Retouching • 2 - SmileSafe Safety Cards • 1 - Class Picture 	<p>DELUXE \$36.99</p> <ul style="list-style-type: none"> • 2 - 8x10 • 6 - 5x7 • 2 - 3x5 • 8 - 2x3 • 1 - Designer Print • All - Digital Image Download • Background Choice • Name & Grade on all Portraits • Basic Retouching • 2 - SmileSafe Safety Cards • 1 - Class Picture
<p>ULTIMATE \$46.99</p> <ul style="list-style-type: none"> • 3 - 8x10 • 6 - 5x7 • 4 - 3x5 • 12 - 2x3 • 1 - Designer Print • 1 - Designer Magnet Sheet • Name & Grade on all Portraits • All - Digital Image Download • Background Choice • Premium Retouching • 2 - SmileSafe Safety Cards • 1 - Class Picture 		

*Additional sheets can be purchased A La Carte for \$9.99/sheet

*A La Carte Enhancements: Name on Grade On for \$9.99, Basic Retouching for \$6.99, and Premium Retouching \$9.99

COMMISSION + SUPPORT FOR SCHOOLS

As a part of the agreement, Lifetouch will provide a **10% commission** to schools in the Sacramento City Unified School District. The commission is paid on picture packages and a la carte items. Additionally, Lifetouch provides the following COMPLIMENTARY Products & Services to your schools and families as a part of this exclusive agreement.

Product/Service	Description	Retail Value	Your Cost
Lifetouch Portal Access	This web-based interface allows schools and districts to securely share student data with Lifetouch and download Picture Day images.	\$150 Per Year	\$0.00
Picture Day Notify	This communication tool allows schools to send automated email reminders to parents about Picture Day and yearbook sales.	\$100 Per Year	\$0.00
Photo Labels	A sheet of photo labels is available for every student photographed (2 sets provided)	\$.50 Per Sheet	\$0.00
Staff and Student ID Card	Each staff and student photographed can receive one complimentary ID card.	\$3.50 Per Card	\$0.00
Staff Digital Images	Every Staff member photographed can claim their free digital image on Shutterfly.	\$15 Per Image	\$0.00
Photo Directory	Depicts the entire school of students and staff with barcodes.	\$35 Each	\$0.00
Principal's Album	Contains a class group or class composite images of the school classrooms for the Principal's reference.	\$35 Each	\$0.00
Yearbook Images - Digital Access	Formatted images will be provided for school yearbook production, ensuring optimal image quality.	\$75 Per School	\$0.00
Montage	A montage poster, which is a collection of images, is available to each school.	\$300 Each	\$0.00
Shutterfly Photo Storage	When families purchase qualified packages on mylifetouch.com, their digital images will be stored on Shutterfly for no additional cost and can be downloaded.	\$12 Per Family *Per Year	\$0.00
SmileSafe Child Safety Cards	Two (2) complimentary SmileSafe cards will be provided to each student photographed, regardless of purchase. A digital download is also provided.	\$5 Per Card/\$2 Per Download	\$0.00
Lifetouch Rewards Program	Families who order online can enroll to receive a free Shutterfly gift valued at \$29.99 or more upon enrollment. Families will then receive ongoing discounts as they make more purchases.	\$29.99+ Per Order	\$0.00

LIFETOUCH PHOTOGRAPHY PROGRAMS OVERVIEW

From their first school photo to their last days as a senior, Lifetouch is your partner to capture their entire school journey.



Fall

Fall Picture Day captures the iconic start of a school year. Families can choose from multiple backgrounds and photo enhancements to preserve each milestone in their student's school journey. Fall photos are also used by schools for yearbooks, IDs, and student information systems.



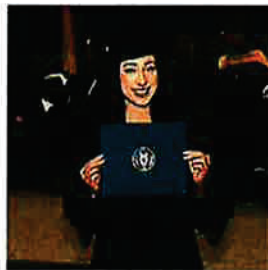
Spring

Spring photos capture the personality, joy, and growth over a school year. Families can preview and pick their pose before purchasing. There are multiple poses and backgrounds for families to choose from. Spring photos are available at elementary schools.



Seniors

In addition to our yearbook-only poses for high school seniors, Lifetouch offers an elevated experience through our Prestige program. Lifetouch incorporates a variety of backgrounds, lighting options, multiple outfits, and up to 28 poses designed to let each student's personality shine through.



Commencements

Lifetouch has partnered with PhotoDay to provide a 100% digital Picture Day experience for schools and families. Commencement photography is still managed and provided by our experienced local photographers - but with none of the headaches of paper forms.



Sports

From our local, professionally trained photographers to our customizable product options and backgrounds, we are pros at making your sports photography experience one of a kind.



Yearbooks

Lifetouch Yearbooks eases and elevates your school's yearbook program - from initial brainstorming to publication. With Lifetouch, experience turnkey technology solutions, live customer support, and school picture integration. We provide a one-stop solution that makes yearbook creation seamless, relevant, and memorable.

SECURITY + SAFETY BENEFITS

LIFETOUCH SMILES SAFE PROGRAM

Lifetouch is the only photography company partnered with the National Center for Missing and Exploited Children (NCMEC).

Our team provides the student's most current picture to law enforcement authorities should a child go missing.

Law Enforcement authorities confirm that the first 15 minutes are critical when a child goes missing. Through this partnership, our SmileSafe cards provide access for authorities 24/7/365.



Every student photographed by Lifetouch receives 2 complimentary copies of their SmileSafe ID card and digital download at NO COST – EVER.

EMPLOYEE BACKGROUND CHECKS

All Lifetouch employees are required to pass an extensive background check through First Advantage.



First Advantage

The check includes a search of criminal records in all counties across the United States where the individual lived during the previous seven years, a search of sex offender registries in states where available, and a driving record search.

Lifetouch complies with all state and local required screening of employees working in your school. **We take great pride that our team has passed the required background checks and is authorized to work in your school/facility.**

ADA COMPLIANCE

Lifetouch camera sets are compliant with the Americans with Disabilities Act (ADA). Our setup prevents cords from obstructing traffic areas of students. We also avoid bulky props or stools to allow for a safe and secure open floor plan.



CREDIT CARD SECURITY

Every year, an auditor certifies that we meet or exceed the credit card industry's strict standards for use. **That means when it's time for parents to pay for photography and yearbooks, they can be assured that their information is secure.**

ATTESTATION OF PCI COMPLIANCE

Lifetouch processes payments through retail locations using approved PED devices and is PCI compliant. Attestation of PCI compliance can be provided upon request.

DATA PRIVACY PLAN

Highlights of the Lifetouch Data Security Plan. The full Data Governance Policies and Procedures can be shared upon request.



Lifetouch complies with federal, state, and local data security and privacy requirements. As a service provider of staff and student photography for the schools we serve, Lifetouch acknowledges its obligations under the federal Family Educational Rights and Privacy Act (FERPA), as well as applicable state laws.



Lifetouch uses a variety of safeguards to protect School Data. Lifetouch has implemented a variety of physical, technical, and organizational security measures to help protect School Data from unauthorized access and use. These safeguards are in place and focus on our facilities, networks, personnel, and enterprise-wide policies.



Lifetouch limits the disclosure of student data to authorized recipients. Lifetouch limits disclosure of student data to the individuals and organizations that have a legitimate interest in the data or who help Lifetouch fulfill our contracts with schools and districts.



Lifetouch sets strict security requirements for our third-party vendors. Lifetouch does not use third-party contractors to photograph students or manufacture our products. However, Lifetouch may use vendors to help provide our services (for example, data management). All Lifetouch vendors who have access to School Data are required to implement the same data privacy commitments.



Lifetouch has robust privacy and security training programs for all employees who handle School Data. Lifetouch has a robust internal team of dedicated privacy professionals, including the Lifetouch Privacy Office and the Lifetouch Information Security Office, who is responsible for ensuring that Lifetouch employees abide by all relevant laws when handling School Data.



Lifetouch has a comprehensive response plan for managing data security and privacy incidents and notifying our schools and regulators. The Lifetouch Privacy Office and Lifetouch Information Security Office work in tandem to maintain a robust incident management program designed to ensure compliance with all statutory and contractual breach notification obligations.



Lifetouch securely disposes of school data when it is no longer needed. School Data is securely destroyed on demand by the school, or in the ordinary course of business when no longer needed to provide school services. Families who purchase products or services from Lifetouch will still have access to their images.

EXHIBIT E – CALIFORNIA DATA PRIVACY AGREEMENT

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXHIBIT "E" GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between it and

Desert Sands Unified School District

("Originating LEA") which is dated **01-08-2024**, to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed Exhibit "E" to Provider at the following email address:

privacy@shutterfly.com

PROVIDER: Shutterfly Lifetouch, LLC

BY: Jared Robison Andrew Johnson Date: 01-26-2024 03/20/2025

Jared Robison

Printed Name: Andrew Johnson Title/Position: Vice President of Field Sales

2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the **Desert Sands Unified School District** and the Provider. **PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

LEA: Sacramento City Unified School District

Signed by: Janea Marking Date: 03/26/2025

Printed Name: Janea Marking Title/Position: Chief Business and Operations Officer

SCHOOL DISTRICT NAME: Sacramento City Unified School District

DESIGNATED REPRESENTATIVE OF LEA:

Name: Tim Rocco
Title: Chief Information Officer
Address: 5735 47th Avenue Sacramento, CA 95824
Telephone Number: 916-643-7871
Email: tim-rocco@scusd.edu

1190353v1

THANK YOU

Thank you for the opportunity to present our photography services for your consideration. We are very proud of our past accomplishments, and, like you, we pride ourselves on hard work and dedication to making every project a great success.

We, too, are willing to roll up our sleeves, collaborate in seeking the best ideas, and let the talent in the room naturally bring us to a higher level of design, production, and distribution of your schools' and families' needs.

Sincerely,

Your Lifetouch Team





ZURICH

**Additional Insured – Owners, Lessees Or Contractors –
Scheduled Person Or Organization**

Policy No.	Eff. Date of Pol.	Exp. Date of Pol.	Eff. Date of End.	Producer No.	Add'l. Prem.	Return Prem.
GLO 1040838 09	6/30/24	6/30/25	6/30/24	34365-000		

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

Named Insured:

Address (including ZIP Code):

This endorsement modifies insurance provided under the:

Commercial General Liability Coverage Part

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location And Description Of Covered Operations
ANY PERSON OR ORGANIZATION, OTHER THAN AN ARCHITECT, ENGINEER, OR SURVEYOR, WHOM YOU ARE REQUIRED TO ADD AS AN ADDITIONAL INSURED UNDER THIS POLICY UNDER A WRITTEN CONTRACT	ANY LOCATION OR PROJECT, OTHER THAN A WRAP-UP OR OTHER CONSOLIDATED INSURANCE PROGRAM
OR WRITTEN AGREEMENT EXECUTED PRIOR TO LOSS.	LOCATION OR PROJECT, FOR WHICH INSURANCE IS OTHERWISE SEPARATELY PROVIDED TO YOU BY A WRAP-UP OR OTHER CONSOLIDATED INSURANCE PROGRAM

A. Section II – Who Is An Insured is amended to include as an additional insured the person or organization shown in the Schedule above, whom you are required to add as an additional insured on this policy under a written contract or written agreement. Such person or organization is an additional insured only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf,

in the performance of your ongoing operations or "your work" as included in the "products-completed operations hazard", which is the subject of the written contract or written agreement at the Location designated and described in the Schedule above.

However, the insurance afforded to such additional insured:

1. Only applies to the extent permitted by law; and
2. Will not be broader than that which you are required by the written contract or written agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following additional exclusion applies:

This insurance does not apply to:

"Bodily injury", "property damage" or "personal and advertising injury" arising out of the rendering or failure to render any professional architectural, engineering or surveying services including:

- a. The preparing, approving or failing to prepare or approve maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or
- b. Supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage", or the offense which caused the "personal and advertising injury", involved, the rendering of or the failure to render any professional architectural, engineering or surveying services.

C. The following is added to Paragraph 2. Duties In The Event Of Occurrence, Offense, Claim Or Suit of Section IV – Commercial General Liability Conditions:

The additional insured must see to it that:

1. We are notified as soon as practicable of an "occurrence" or offense that may result in a claim;
2. We receive written notice of a claim or "suit" as soon as practicable; and
3. A request for defense and indemnity of the claim or "suit" will promptly be brought against any policy issued by another insurer under which the additional insured may be an insured in any capacity. This provision does not apply to insurance on which the additional insured is a Named Insured, if the written contract or written agreement requires that this coverage be primary and non-contributory.

D. For the purpose of the coverage provided by this endorsement:

1. The following is added to the Other Insurance Condition of Section IV – **Commercial General Liability Conditions:**

Primary and Noncontributory insurance

This Insurance is primary to and will not seek contribution from any other insurance available to an additional insured provided that:

- a. The additional insured is a Named Insured under such other insurance; and
- b. You are required by written contract or written agreement that this insurance be primary and not seek contribution from any other insurance available to the additional insured.

2. The following paragraph is added to Paragraph 4.b. of the Other Insurance Condition of Section IV – **Commercial General Liability Conditions:**

This insurance is excess over:

Any of the other insurance, whether primary, excess, contingent or on any other basis, available to an additional insured, in which the additional insured on our policy is also covered as an additional insured on another policy providing coverage for the same "occurrence", offense, claim or "suit". This provision does not apply to any policy in which the additional insured is a Named Insured on such other policy and where our policy is required by written contract or written agreement to provide coverage to the additional insured on a primary and non-contributory basis.

E. With respect to the insurance afforded to the additional insureds under this endorsement, the following is added to Section III – Limits Of Insurance:

The most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement referenced in Paragraph A. of this endorsement; or
2. Available under the applicable Limits of Insurance shown in the Declarations, whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

All other terms and conditions of this policy remain unchanged.

Section 00 42 00 - BID FORM

PROPOSAL FOR: Sacramento City Unified School District

TO: Sacramento City Unified School District
5735 47th Avenue, Sacramento, California 95824

COVERING BID PACKAGE: 0183-470 Joseph Bonnheim ES Playground & Landscape Repairs Project

SUBMITTED BY: Joe's Landscaping & Concrete Inc
Name of Bidder
802 Inyo Ave Newman Ca 95360
Address
209 862-2004
Phone #/Fax #:

License number: 853867 License type: B License expiration date: 10/31/26

Public Works Contractor DIR Registration # 100047632 Expiration date: 10/31/26

Average EMR (past 5 years): .95 Total "serious" and "willful" OSHA violations (past 5 years): 0

Bidder:

On behalf of Bidder, the undersigned represents that Bidder's authorized representative attended the full duration of the Pre-Bid Conference, and that Bidder has carefully examined the Site, the proposed Contract Documents consisting of the Notice to Bidders, the Instructions for Bidders, the Proposal Form, the Agreement for Construction, the Bid Bond, the Performance Bond, the Payment Bond, the General Conditions, the Special Provisions, the General Requirements, Exhibits, the Technical Specifications, the Contract Drawings and Plans, any and all Addenda prepared by the Architect pertinent to the construction of the above-referenced Project, the Contractor's Guarantee and Bond, the Hazardous Materials Requirements (if any), and the Construction Forms Manual, and further, being reasonably familiar with all other conditions affecting the Work, Bidder hereby proposes and agrees to furnish and provide all labor, materials, supervision, transportation, tools, equipment, services and other facilities necessary and required for the expeditious completion of the Work included in the Bid Package indicated above, in strict conformity with said conditions and Contract Documents. Bidder agrees to comply with all requirements of the Project Labor Agreement.

Bidder has reviewed the Work outlined in the Bid Package and fully understands the Scope of Work encompassed by this Bid, and acknowledges that its Bid includes the Work of all trades within the Bid Package covered in the Bid and understands that, if awarded the Contract, Bidder shall be the Prime Contractor to the District and agrees that its Bid, if accepted by the District, will be the basis for a contract with the District in accordance with the intent of the Contract Documents.

Bidder agrees to complete the Work required within the Bid Package within the time indicated in the Special Provisions, subject to liquidated damages as specified in the Special Provisions.

The undersigned has the authority to so bind Bidder to these representations and agreements.

[Signature] 3/17/25
Signed Date

Affix Corporate Seal Here

John Belo
Print Name

Estimator
Title

1 Enclosed is a certified check, cashier's check, or bid bond for ten percent (10%) of the amount of the Base Bid including
2 additive Alternates (if any), made payable to the District to be left in escrow with the District as a guarantee that Bidder
3 will enter into a contract and will furnish specified insurance and bonds. It is understood that refusal to do so will result
4 in the forfeit of this guarantee. If this Bid is not accepted within the time set for acceptance of bids, or any extension
5 thereof, or if the contract is fully executed with another Bidder, or if the District elects not to award a contract, then the
6 check or bid bond shall be returned to the Bidder.

7
8 Bidder has notified the District of any discrepancies, ambiguities, inconsistencies, errors or omissions in the Bidding
9 Documents, Contract Documents, applicable Federal, State, and local regulations or requirements, and/or of any
10 doubt about the meaning of any of the Contract Documents, and has contacted the District before bid date to verify
11 the issuing of any clarifying Addenda.

12
13 The undersigned further acknowledges receipt of the following Addenda, which are a part of the Contract Documents:

15	NO. <u>1</u>	DATE <u>3/14/25</u>	NO. _____	DATE _____
16	NO. _____	DATE _____	NO. _____	DATE _____
17	NO. _____	DATE _____	NO. _____	DATE _____
18	NO. _____	DATE _____	NO. _____	DATE _____

(Include All Addenda)

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26 _____
Signed

27
28 John Belo
29 _____
30 Print Name

31
32 Estimator
33 _____
34 Title

BID PACKAGE: 0183-470 Joseph Bonnheim ES Playground & Landscape Repairs Project

1. **TOTAL BID: Lump Sum (in words)** two million two hundred & thirty thousand **Dollars**
Lump Sum (in figures) \$ 2,230,000
2. Allowance for unforeseen conditions; equal to ten percent (10%) of TOTAL BID. \$ 223,000

TOTAL BASE BID equals sum of Items 1 and 2 above. The undersigned proposes to provide and construct the Work required for the above listed Bid Package in accordance with said Contract Documents for the amount of:

TOTAL BASE BID (in words): two million four hundred & fifty three thousand **DOLLARS**
TOTAL BASE BID (in figures): \$ 2,453,000


Signed (Signature of Bidder)

Joe's Landscaping & Concrete Inc
Name of Firm

1 AGREEMENT

2
3 It is understood and agreed that if written notice of the District's acceptance of this Bid is mailed, emailed, or otherwise
4 delivered to the undersigned Bidder after the opening of the Bid, and within the time in which the District may accept
5 the Bid, the undersigned Bidder will execute and deliver to the District a contract in the form included with the Bidding
6 Documents within ten (10) days after receipt of the Notice of Intent to Award or other notification of award, and that
7 the Work under the Contract shall be commenced by the undersigned Bidder, if awarded the Contract, on the date to
8 be stated in a Notice to Proceed and shall be completed in the time specified in the Contract Documents. In the event
9 the Bidder to whom an award is made fails or refuses to timely execute the Contract, the District may declare the
10 Bidder's bid security forfeited.

11
12 Enclosed herewith is a listing of Subcontractors and major materials suppliers in accordance with Sections 4100 to
13 4114 of the California Public Contract Code and the Instructions to Bidders and a listing of Disabled Veteran Business
14 Enterprises, including any DVBE acting as a material supplier, lower tier subcontractor, or other entity not required to
15 be listed by the Subletting and Subcontracting Fair Practices Act.

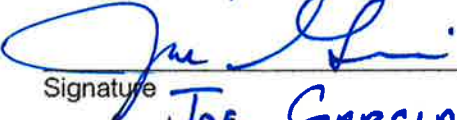
16
17 Also enclosed herewith are the Non-Collusion Affidavit, Iran Contracting Act certification, and Certification regarding
18 Russian Sanctions, as required by law. Site Visit Certification shall also be enclosed herewith if pre-bid site visit was
19 mandatory.

20
21 The undersigned Bidder agrees that the information and representations provided herein are made under penalty of
22 perjury.

23
24 NOTE: If Bidder is a corporation, the legal name of the corporation shall be set forth below, together with the signatures
25 of authorized officers or agents, who shall be either a) the president or b) any vice president and the secretary, any
26 assistant secretary, the chief financial officer, or any assistant treasurer. If Bidder is a partnership or limited liability
27 company, the true name of the firm shall be set forth below together with the signature of a partner or member
28 authorized to sign contracts on behalf of the partnership or LLC. If Bidder is an individual, his/her signature shall be
29 placed below.

30
31 NAME OF BIDDER:

32 Joe's Landscaping & Concrete Inc

33
34
35
36 BY: 
37 Signature
38 JOE GARCIA
39 Type/Print Name

P
PRESIDENT
Title

40
41
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48
49
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Signature
Type/Print Name

Title

Signature
Type/Print Name

Title

DATE: 3/17/25

Section 00 42 00 - BID FORM

PROPOSAL FOR: Sacramento City Unified School District

TO: Sacramento City Unified School District
5735 47th Avenue, Sacramento, California 95824

COVERING BID PACKAGE: 0183-470 Joseph Bonnheim ES Playground & Landscape Repairs Project

SUBMITTED BY: Lamon Construction Co., Inc.

Name of Bidder
871 Von Geldern Way, Yuba City Ca 95991
Address
530-671-1370/530-671-7482
Phone #/Fax #:

License number: 174828 License type: A,B License expiration date: 12/31/2026

Public Works Contractor DIR Registration # 1000000569 Expiration date: 06/30/2025

Average EMR (past 5 years): .86 Total "serious" and "willful" OSHA violations (past 5 years): 1

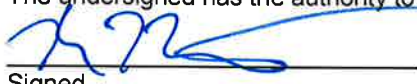
Bidder:

On behalf of Bidder, the undersigned represents that Bidder's authorized representative attended the full duration of the Pre-Bid Conference, and that Bidder has carefully examined the Site, the proposed Contract Documents consisting of the Notice to Bidders, the Instructions for Bidders, the Proposal Form, the Agreement for Construction, the Bid Bond, the Performance Bond, the Payment Bond, the General Conditions, the Special Provisions, the General Requirements, Exhibits, the Technical Specifications, the Contract Drawings and Plans, any and all Addenda prepared by the Architect pertinent to the construction of the above-referenced Project, the Contractor's Guarantee and Bond, the Hazardous Materials Requirements (if any), and the Construction Forms Manual, and further, being reasonably familiar with all other conditions affecting the Work, Bidder hereby proposes and agrees to furnish and provide all labor, materials, supervision, transportation, tools, equipment, services and other facilities necessary and required for the expeditious completion of the Work included in the Bid Package indicated above, in strict conformity with said conditions and Contract Documents. Bidder agrees to comply with all requirements of the Project Labor Agreement.

Bidder has reviewed the Work outlined in the Bid Package and fully understands the Scope of Work encompassed by this Bid, and acknowledges that its Bid includes the Work of all trades within the Bid Package covered in the Bid and understands that, if awarded the Contract, Bidder shall be the Prime Contractor to the District and agrees that its Bid, if accepted by the District, will be the basis for a contract with the District in accordance with the intent of the Contract Documents.

Bidder agrees to complete the Work required within the Bid Package within the time indicated in the Special Provisions, subject to liquidated damages as specified in the Special Provisions.

The undersigned has the authority to so bind Bidder to these representations and agreements.



3/20/2025
Date

Affix Corporate Seal Here

Signed
Ken Norton
Print Name
CEO
Title

1 Enclosed is a certified check, cashier's check, or bid bond for ten percent (10%) of the amount of the Base Bid including
2 additive Alternates (if any), made payable to the District to be left in escrow with the District as a guarantee that Bidder
3 will enter into a contract and will furnish specified insurance and bonds. It is understood that refusal to do so will result
4 in the forfeit of this guarantee. If this Bid is not accepted within the time set for acceptance of bids, or any extension
5 thereof, or if the contract is fully executed with another Bidder, or if the District elects not to award a contract, then the
6 check or bid bond shall be returned to the Bidder.
7

8 Bidder has notified the District of any discrepancies, ambiguities, inconsistencies, errors or omissions in the Bidding
9 Documents, Contract Documents, applicable Federal, State, and local regulations or requirements, and/or of any
10 doubt about the meaning of any of the Contract Documents, and has contacted the District before bid date to verify
11 the issuing of any clarifying Addenda.
12

13 The undersigned further acknowledges receipt of the following Addenda, which are a part of the Contract Documents:
14

15	NO. <u>1</u>	DATE <u>3/14/2025</u>	NO. <u> </u>	DATE <u> </u>
16	NO. <u> </u>	DATE <u> </u>	NO. <u> </u>	DATE <u> </u>
17	NO. <u> </u>	DATE <u> </u>	NO. <u> </u>	DATE <u> </u>
18	NO. <u> </u>	DATE <u> </u>	NO. <u> </u>	DATE <u> </u>

(Include All Addenda)

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Signed

Ken Norton

Print Name

CEO

Title

BID PACKAGE: 0183-470 Joseph Bonnheim ES Playground & Landscape Repairs Project

1. TOTAL BID: Lump Sum (in words) ONE MILLION SIX HUNDRED
NINETY SEVEN THOUSAND Dollars

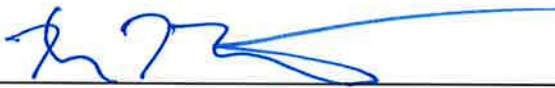
Lump Sum (in figures) \$ 1,697,000.⁰⁰

2. Allowance for unforeseen conditions; equal to
ten percent (10%) of TOTAL BID. \$ 169,700.⁰⁰

TOTAL BASE BID equals sum of Items 1 and 2 above. The undersigned proposes to provide and construct the Work required for the above listed Bid Package in accordance with said Contract Documents for the amount of:

TOTAL BASE BID (in words): ONE MILLION EIGHT HUNDRED SIXTY SIX
THOUSAND SEVEN HUNDRED DOLLARS

TOTAL BASE BID (in figures): \$ 1,866,700.⁰⁰



Signed (Signature of Bidder)

Lamon Construction Co., Inc.

Name of Firm

1 **AGREEMENT**

2
3 It is understood and agreed that if written notice of the District's acceptance of this Bid is mailed, emailed, or otherwise
4 delivered to the undersigned Bidder after the opening of the Bid, and within the time in which the District may accept
5 the Bid, the undersigned Bidder will execute and deliver to the District a contract in the form included with the Bidding
6 Documents within ten (10) days after receipt of the Notice of Intent to Award or other notification of award, and that
7 the Work under the Contract shall be commenced by the undersigned Bidder, if awarded the Contract, on the date to
8 be stated in a Notice to Proceed and shall be completed in the time specified in the Contract Documents. In the event
9 the Bidder to whom an award is made fails or refuses to timely execute the Contract, the District may declare the
10 Bidder's bid security forfeited.

11
12 Enclosed herewith is a listing of Subcontractors and major materials suppliers in accordance with Sections 4100 to
13 4114 of the California Public Contract Code and the Instructions to Bidders and a listing of Disabled Veteran Business
14 Enterprises, including any DVBE acting as a material supplier, lower tier subcontractor, or other entity not required to
15 be listed by the Subletting and Subcontracting Fair Practices Act.

16
17 Also enclosed herewith are the Non-Collusion Affidavit, Iran Contracting Act certification, and Certification regarding
18 Russian Sanctions, as required by law. Site Visit Certification shall also be enclosed herewith if pre-bid site visit was
19 mandatory.

20
21 The undersigned Bidder agrees that the information and representations provided herein are made under penalty of
22 perjury.

23
24 NOTE: If Bidder is a corporation, the legal name of the corporation shall be set forth below, together with the signatures
25 of authorized officers or agents, who shall be either a) the president or b) any vice president and the secretary, any
26 assistant secretary, the chief financial officer, or any assistant treasurer. If Bidder is a partnership or limited liability
27 company, the true name of the firm shall be set forth below together with the signature of a partner or member
28 authorized to sign contracts on behalf of the partnership or LLC. If Bidder is an individual, his/her signature shall be
29 placed below.

30
31 **NAME OF BIDDER:**

32
33 Lamon Construction Co., Inc.

34
35
36 BY:  _____ CEO
37 Signature _____ Title
38 Ken Norton
39 Type/Print Name

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41
42 _____ Signature _____ Title
43
44 _____ Type/Print Name

45
46
47 _____ Signature _____ Title
48
49 _____ Type/Print Name

50
51 DATE: 3/20/2025



SUMMARY OF BID RESULTS

Bid No. & Title: 0183-470 New Joseph Bonnheim Playground

Date/Time: March 20, 2025; 2:00 p.m.

BIDDER NAME	BASE BID	OWNERS	
		ALLOWANCE	TOTAL BID
Lamon Construction	\$1,697,000	\$169,700	\$1,866,700
Joe's Landscaping & Concrete	\$2,230,000	\$223,000	\$2,453,000

***Bids are listed in order they were received.**

Section 00 42 00 - BID FORM

PROPOSAL FOR: Sacramento City Unified School District

TO: Sacramento City Unified School District
5735 47th Avenue, Sacramento, California 95824

COVERING BID PACKAGE: 0146-470 Isador Cohen ES Playground Area Upgrades Project

SUBMITTED BY: Joel Landscaping & Concrete Inc
Name of Bidder
802 Inyo Ave Newman Co 95360
Address
209 862-2004
Phone #/Fax #:

License number: 853867 License type: B License expiration date: 10/31/26

Public Works Contractor DIR Registration # 100047632 Expiration date: 10/31/26

Average EMR (past 5 years): .95 Total "serious" and "willful" OSHA violations (past 5 years): 8

Bidder:

On behalf of Bidder, the undersigned represents that Bidder's authorized representative attended the full duration of the Pre-Bid Conference, and that Bidder has carefully examined the Site, the proposed Contract Documents consisting of the Notice to Bidders, the Instructions for Bidders, the Proposal Form, the Agreement for Construction, the Bid Bond, the Performance Bond, the Payment Bond, the General Conditions, the Special Provisions, the General Requirements, Exhibits, the Technical Specifications, the Contract Drawings and Plans, any and all Addenda prepared by the Architect pertinent to the construction of the above-referenced Project, the Contractor's Guarantee and Bond, the Hazardous Materials Requirements (if any), and the Construction Forms Manual, and further, being reasonably familiar with all other conditions affecting the Work, Bidder hereby proposes and agrees to furnish and provide all labor, materials, supervision, transportation, tools, equipment, services and other facilities necessary and required for the expeditious completion of the Work included in the Bid Package indicated above, in strict conformity with said conditions and Contract Documents. Bidder agrees to comply with all requirements of the Project Labor Agreement.

Bidder has reviewed the Work outlined in the Bid Package and fully understands the Scope of Work encompassed by this Bid, and acknowledges that its Bid includes the Work of all trades within the Bid Package covered in the Bid and understands that, if awarded the Contract, Bidder shall be the Prime Contractor to the District and agrees that its Bid, if accepted by the District, will be the basis for a contract with the District in accordance with the intent of the Contract Documents.

Bidder agrees to complete the Work required within the Bid Package within the time indicated in the Special Provisions, subject to liquidated damages as specified in the Special Provisions.

The undersigned has the authority to so bind Bidder to these representations and agreements.

[Signature]
Signed John Belo
Print Name
Estimator
Title

3/17/25
Date

Affix Corporate Seal Here

1 Enclosed is a certified check, cashier's check, or bid bond for ten percent (10%) of the amount of the Base Bid including
2 additive Alternates (if any), made payable to the District to be left in escrow with the District as a guarantee that Bidder
3 will enter into a contract and will furnish specified insurance and bonds. It is understood that refusal to do so will result
4 in the forfeit of this guarantee. If this Bid is not accepted within the time set for acceptance of bids, or any extension
5 thereof, or if the contract is fully executed with another Bidder, or if the District elects not to award a contract, then the
6 check or bid bond shall be returned to the Bidder.

7
8 Bidder has notified the District of any discrepancies, ambiguities, inconsistencies, errors or omissions in the Bidding
9 Documents, Contract Documents, applicable Federal, State, and local regulations or requirements, and/or of any
10 doubt about the meaning of any of the Contract Documents, and has contacted the District before bid date to verify
11 the issuing of any clarifying Addenda.

12
13 The undersigned further acknowledges receipt of the following Addenda, which are a part of the Contract Documents:

NO. <u>1</u>	DATE <u>3/14/25</u>	NO. _____	DATE _____
NO. _____	DATE _____	NO. _____	DATE _____
NO. _____	DATE _____	NO. _____	DATE _____
NO. _____	DATE _____	NO. _____	DATE _____

(Include All Addenda)

14
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23
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25
26 
Signed _____

27
28 John Belo
29
30 Print Name

31
32 Estimator
33
34 Title

BID PACKAGE: 0146-470 Isador Cohen ES Playground Area Upgrades Project

1
2
3
4
5 **1. TOTAL BID: Lump Sum (in words)** one million, one hundred
6 ten thousand Dollars

7
8
9 **Lump Sum (in figures)** \$ 1,110,000

10
11 **2. Allowance for unforeseen conditions; equal to**
12 **ten percent (10%) of TOTAL BID.** \$ 111,000

13
14
15 **3. Add Alternate #1** \$ 237,000

16
17
18 **4. Add Alternate #2** \$ 30,000

19
20
21
22
23 **TOTAL BASE BID equals sum of Items 1 and 2 above.** The undersigned proposes to provide and construct
24 the Work required for the above listed Bid Package in accordance with said Contract Documents for the amount
25 of:

26
27
28 **TOTAL BASE BID (in words):** one million two hundred
29 twenty one thousand DOLLARS

30
31
32 **TOTAL BASE BID (in figures):** \$ 1,221,000

33
34
35
36 **Add Alternate #1** \$ 237,000

37
38
39
40 **Add Alternate #2** \$ 30,000

41
42
43
44
45
46
47 
Signed (Signature of Bidder)

48
49 Joe's Landscaping & Concrete
50 Name of Firm

1 AGREEMENT

2
3 It is understood and agreed that if written notice of the District's acceptance of this Bid is mailed, emailed, or otherwise
4 delivered to the undersigned Bidder after the opening of the Bid, and within the time in which the District may accept
5 the Bid, the undersigned Bidder will execute and deliver to the District a contract in the form included with the Bidding
6 Documents within ten (10) days after receipt of the Notice of Intent to Award or other notification of award, and that
7 the Work under the Contract shall be commenced by the undersigned Bidder, if awarded the Contract, on the date to
8 be stated in a Notice to Proceed and shall be completed in the time specified in the Contract Documents. In the event
9 the Bidder to whom an award is made fails or refuses to timely execute the Contract, the District may declare the
10 Bidder's bid security forfeited.

11
12 Enclosed herewith is a listing of Subcontractors and major materials suppliers in accordance with Sections 4100 to
13 4114 of the California Public Contract Code and the Instructions to Bidders and a listing of Disabled Veteran Business
14 Enterprises, including any DVBE acting as a material supplier, lower tier subcontractor, or other entity not required to
15 be listed by the Subletting and Subcontracting Fair Practices Act.

16
17 Also enclosed herewith are the Non-Collusion Affidavit, Iran Contracting Act certification, and Certification regarding
18 Russian Sanctions, as required by law. Site Visit Certification shall also be enclosed herewith if pre-bid site visit was
19 mandatory.

20
21 The undersigned Bidder agrees that the information and representations provided herein are made under penalty of
22 perjury.

23
24 NOTE: If Bidder is a corporation, the legal name of the corporation shall be set forth below, together with the signatures
25 of authorized officers or agents, who shall be either a) the president or b) any vice president and the secretary, any
26 assistant secretary, the chief financial officer, or any assistant treasurer. If Bidder is a partnership or limited liability
27 company, the true name of the firm shall be set forth below together with the signature of a partner or member
28 authorized to sign contracts on behalf of the partnership or LLC. If Bidder is an individual, his/her signature shall be
29 placed below.

30
31 NAME OF BIDDER:

32 Joe's Landscaping & Concrete Inc

33
34
35
36 BY:

37 

38 Signature

39 JOE GARCIA

40 Type/Print Name

41 PRESIDENT

42 Title

43
44
45
46
47
48
49
50
51
Signature

Title

Type/Print Name

Signature

Title

Type/Print Name

DATE:

3/17/25

Section 00 42 00 - BID FORM

PROPOSAL FOR: Sacramento City Unified School District

TO: Sacramento City Unified School District
5735 47th Avenue, Sacramento, California 95824

COVERING BID PACKAGE: 0146-470 Isador Cohen ES Playground Area Upgrades Project

SUBMITTED BY: Martin General Engineering, Inc.

Name of Bidder
12485 Quicksilver Dr. Rancho Cordova, CA 95742
Address
PH: 916.355.8101 FX: 916.355.8108
Phone #/Fax #:

License number: 844279 License type: A/C13 License expiration date: 8/31/2026

Public Works Contractor DIR Registration # 1000001824 Expiration date: 6/30/2025

Average EMR (past 5 years): .95 Total "serious" and "willful" OSHA violations (past 5 years): 0

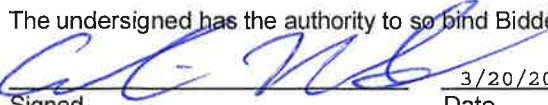
Bidder:

On behalf of Bidder, the undersigned represents that Bidder's authorized representative attended the full duration of the Pre-Bid Conference, and that Bidder has carefully examined the Site, the proposed Contract Documents consisting of the Notice to Bidders, the Instructions for Bidders, the Proposal Form, the Agreement for Construction, the Bid Bond, the Performance Bond, the Payment Bond, the General Conditions, the Special Provisions, the General Requirements, Exhibits, the Technical Specifications, the Contract Drawings and Plans, any and all Addenda prepared by the Architect pertinent to the construction of the above-referenced Project, the Contractor's Guarantee and Bond, the Hazardous Materials Requirements (if any), and the Construction Forms Manual, and further, being reasonably familiar with all other conditions affecting the Work, Bidder hereby proposes and agrees to furnish and provide all labor, materials, supervision, transportation, tools, equipment, services and other facilities necessary and required for the expeditious completion of the Work included in the Bid Package indicated above, in strict conformity with said conditions and Contract Documents. Bidder agrees to comply with all requirements of the Project Labor Agreement.

Bidder has reviewed the Work outlined in the Bid Package and fully understands the Scope of Work encompassed by this Bid, and acknowledges that its Bid includes the Work of all trades within the Bid Package covered in the Bid and understands that, if awarded the Contract, Bidder shall be the Prime Contractor to the District and agrees that its Bid, if accepted by the District, will be the basis for a contract with the District in accordance with the intent of the Contract Documents.

Bidder agrees to complete the Work required within the Bid Package within the time indicated in the Special Provisions, subject to liquidated damages as specified in the Special Provisions.

The undersigned has the authority to so bind Bidder to these representations and agreements.


Signed _____ Date 3/20/2025

Affix Corporate Seal Here

Adrian Martin
Print Name
Vice President
Title

1 Enclosed is a certified check, cashier's check, or bid bond for ten percent (10%) of the amount of the Base Bid including
2 additive Alternates (if any), made payable to the District to be left in escrow with the District as a guarantee that Bidder
3 will enter into a contract and will furnish specified insurance and bonds. It is understood that refusal to do so will result
4 in the forfeit of this guarantee. If this Bid is not accepted within the time set for acceptance of bids, or any extension
5 thereof, or if the contract is fully executed with another Bidder, or if the District elects not to award a contract, then the
6 check or bid bond shall be returned to the Bidder.

7
8 Bidder has notified the District of any discrepancies, ambiguities, inconsistencies, errors or omissions in the Bidding
9 Documents, Contract Documents, applicable Federal, State, and local regulations or requirements, and/or of any
10 doubt about the meaning of any of the Contract Documents, and has contacted the District before bid date to verify
11 the issuing of any clarifying Addenda.

12
13 The undersigned further acknowledges receipt of the following Addenda, which are a part of the Contract Documents:

14
15 NO. 1 DATE 3/14/25 NO. DATE
16 NO. DATE NO. DATE
17 NO. DATE NO. DATE
18 NO. DATE NO. DATE

(Include All Addenda)

19
20
21
22
23
24
25 
26 _____
Signed

27
28
29 Adrian Martin
30 Print Name

31
32
33 Vice President
34 Title

BID PACKAGE: 0146-470 Isador Cohen ES Playground Area Upgrades Project

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1. TOTAL BID: Lump Sum (in words) Eight hundred thirty four thousand
and zero Dollars

Lump Sum (in figures) \$ 834,000.⁰⁰

2. Allowance for unforeseen conditions; equal to ten percent (10%) of TOTAL BID. \$ 83,400.⁰⁰

3. Add Alternate #1 \$ 128,000.⁰⁰

4. Add Alternate #2 \$ 25,000.⁰⁰

TOTAL BASE BID equals sum of items 1 and 2 above. The undersigned proposes to provide and construct the Work required for the above listed Bid Package in accordance with said Contract Documents for the amount of:

TOTAL BASE BID (in words): nine hundred seventy eight thousand
four hundred and zero. DOLLARS

TOTAL BASE BID (in figures): \$ 917,400.⁰⁰

Add Alternate #1 \$ 128,000.⁰⁰

Add Alternate #2 \$ 25,000.⁰⁰

 - Vice President

Signed (Signature of Bidder)

Martin General Engineering, Inc.

Name of Firm

1 AGREEMENT

2
3 It is understood and agreed that if written notice of the District's acceptance of this Bid is mailed, emailed, or otherwise
4 delivered to the undersigned Bidder after the opening of the Bid, and within the time in which the District may accept
5 the Bid, the undersigned Bidder will execute and deliver to the District a contract in the form included with the Bidding
6 Documents within ten (10) days after receipt of the Notice of Intent to Award or other notification of award, and that
7 the Work under the Contract shall be commenced by the undersigned Bidder, if awarded the Contract, on the date to
8 be stated in a Notice to Proceed and shall be completed in the time specified in the Contract Documents. In the event
9 the Bidder to whom an award is made fails or refuses to timely execute the Contract, the District may declare the
10 Bidder's bid security forfeited.

11
12 Enclosed herewith is a listing of Subcontractors and major materials suppliers in accordance with Sections 4100 to
13 4114 of the California Public Contract Code and the Instructions to Bidders and a listing of Disabled Veteran Business
14 Enterprises, including any DVBE acting as a material supplier, lower tier subcontractor, or other entity not required to
15 be listed by the Subletting and Subcontracting Fair Practices Act.



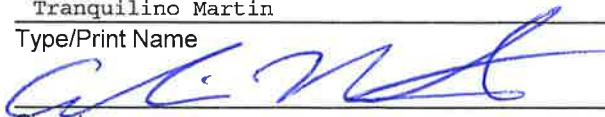
16
17 Also enclosed herewith are the Non-Collusion Affidavit, Iran Contracting Act certification, and Certification regarding
18 Russian Sanctions, as required by law. Site Visit Certification shall also be enclosed herewith if pre-bid site visit was
19 mandatory.

20
21 The undersigned Bidder agrees that the information and representations provided herein are made under penalty of
22 perjury.

23
24 NOTE: If Bidder is a corporation, the legal name of the corporation shall be set forth below, together with the signatures
25 of authorized officers or agents, who shall be either a) the president or b) any vice president and the secretary, any
26 assistant secretary, the chief financial officer, or any assistant treasurer. If Bidder is a partnership or limited liability
27 company, the true name of the firm shall be set forth below together with the signature of a partner or member
28 authorized to sign contracts on behalf of the partnership or LLC. If Bidder is an individual, his/her signature shall be
29 placed below.

30
31 NAME OF BIDDER:

32 Martin General Engineering, Inc.

33	<u>Martin General Engineering, Inc.</u>	
34		
35		
36	BY: _____	<u>President</u>
37	Signature	Title
38	<u>Rosalina Martin</u>	
39	Type/Print Name	
40		
41		
42	Signature	<u>Secretary / Treasurer</u>
43	<u>Tranquilino Martin</u>	Title
44	Type/Print Name	
45		
46		
47	Signature	<u>Vice President</u>
48	<u>Adrian Martin</u>	Title
49	Type/Print Name	

50
51 DATE: 3/20/2025



SUMMARY OF BID RESULTS

Bid No. & Title: 0146-470 Isador Cohen Playground

Date/Time: March 20, 2025; 2:00 p.m.

BIDDER NAME	BASE BID	OWNERS	
		ALLOWANCE	TOTAL BID
Joe's Landscaping & Concrete	\$1,110,000	\$111,000	\$1,221,000
Bid Alternate #1	\$237,000		
Bid Alternate #2	\$30,000		
Martin General	\$834,000	\$83,400	\$917,400
Bid Alternate #1	\$128,000		
Bid Alternate #2	\$25,000		

***Bids are listed in order they were received.**



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1b

Meeting Date: April 10, 2025

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): Goal 1 – Graduation Outcomes; Goal 2 – Academic Outcomes; Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. Contracts Reports > \$15,000
Bid threshold \$114,800

Estimated Time of Presentation: N/A

Submitted by: Janea Marking, Chief Business and Operations
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
SA25-00670	Point Quest Pediatrics	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	12/19/24-6/12/25	NPA Services (S25-00039) for 1-to-1 student Behavior Technician services.	Special Education	6500	\$4,435,376.00	3/31/2025
SA25-00669	Amerigis Healthcare Staffing	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	1/6/25-6/30/25	NPA Services (S25-00037) for 1-to-1 student Behavior Technician services.	Special Education	6500	\$4,296,176.00	3/31/2025
R25-03911	One Workplace	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	4/10/25-3/1/26	Specialty and classroom furniture for the New Construction project at Bowling Green(s)	Measure H	9809	\$1,348,225.53	3/31/2025
SA25-00707	New Directions dba Procure Therapy	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	9/23/24-6/12/25	NPA Services (S25-00016) for 1-to-1 student Behavior Technician services.	Special Education	6500	\$1,244,113.92	3/31/2025
R25-05230	Cisco Webex Calling	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	4/10/25-4/10/26	Migrating SCUSDs existing on-premise Cisco UC system to Cisco Webex calling. This will include SCUSD Serna Center and various SCUSD school sites.	Measure H	9809	\$1,012,009.01	3/31/2025
SA25-00672	Ed Supports LLC dba Juvo Autism Behavioral	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	8/19/24-6/12/25	NPA Services (S25-00077) for 1-to-1 student Behavior Technician services.	Special Education	6500	\$517,824.00	3/31/2025
R25-05112	Jones-Campbell dba Campbell Keller	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	4/10/25-3/1/26	Classroom furniture for the Campus Renewal project at Hollywood Park ES.	Measure H	9809	\$507,791.04	3/31/2025
R25-05058	College Board	Purchase Order	Gifted and Talented Education	Yvonne Wright	Yvonne Wright	Yes	3/25/25-6/30/25	AP Exam fees for SY24-25	LCFF Districtwide Support	0011	\$379,874.00	3/31/2025
SA25-00987	SF-CESS	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	4/10/25-6/30/25	Independent Monitor Role to assist SPED. Services include: data gathering, data analysis, bi-monthly meetings on Final Action Plans / settlement agreements / dispute resolutions.	Special Education	6500	\$378,000.00	
SA25-00990	Alright Holding Company	Service Agreement	Human Resources	Cancy McArn	Cancy McArn	Yes	4/10/25-4/10/30	Employee Onboarding/Off Boarding System: Recruitment and Retention District wide	Educator Effectiveness	6266	\$350,000.00	3/31/2025
SA25-00136	Vision 2000	Service Agreement	Consolidated Programs	Yvonne Wright	Yvonne Wright	No	9/20/24-6/30/25	Amendment No. 1 for additional tutoring / intervention program services. Orig cont amt: \$151,911.33; INCREASE \$144,148.69	IASA-Title I Basic Grants-Low	3010	\$296,060.02	3/31/2025
R25-05047	One Workplace L Ferrari LLC	Purchase Order	Facilities	Chris Ralston	Janea Marking	Yes	4/10/25-7/7/25	Furnish fully assembled furniture for the Maintenance and Operations Redesign at Facilities Dept.	Measure H	9809	\$213,225.22	3/31/2025
SA25-00961	Raney Geotechnical	Service Agreement	Facilities	Chris Ralston	Janea Marking	Yes	3/6/25-3/1/27	Provide testing and inspection services for the Campus Renewal project at Ethel Phillips ES	Measure H	9809	\$120,305.00	3/31/2025
R25-04687	Teaching Strategies, LLC	Purchase Order	Library/Textbook Services	Erin Findley	Yvonne Wright	Yes	5/1/25-6/30/27	Subscription licenses (15), Creative Curriculum for Preschool, 6th Edition with Expanded Daily Resources.	Lottery Instructional Material	6300	\$112,979.24	3/31/2025
SA25-00686	Amerigis Healthcare Staffing	Service Agreement	Special Education	Geovanni Linares	Yvonne Wright	Yes	1/6/25-6/30/25	NPA Services (S25-00080) for 1-to-1 student Health Aide services.	Special Education	6500	\$90,977.64	3/31/2025
RT25-00029	Mathematics & Problem Solving	Textbook Purchase Order	Library/Textbook Services	Erin Findley	Yvonne Wright	Yes	3/19/25-6/30/25	High School Math Workbooks for SY25-26	Lottery Instructional Material	6300	\$85,105.42	3/31/2025

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Contracts Report >\$15,000

Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved
R25-05089	CDW, LLC	Purchase Order	Career & Technical Prep	Daniel Spinka	Yvonne Wright	Yes	3/26/25-6/30/25	HP ZBook Mobile Workstations (35) for the Manufacturing and Design Pathway Program at John F. Kennedy H.S. Sourcewell Contract 121923	Vocational Program	3550	\$76,128.50	3/31/2025
R25-05090	CDW, LLC	Purchase Order	Career & Technical Prep	Daniel Spinka	Yvonne Wright	Yes	3/26/25-6/30/25	HP ZBook Mobile Workstations (33) for the Manufacturing and Design Pathway Program at School of Engineering and Sciences H.S. Sourcewell Contract 121923	Vocational Program	3550	\$71,778.30	3/31/2025
R25-04972	CDW, LLC	Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	3/31/25-6/30/25	Barcode scanners (18) and mobile computers (4) for Warehouse operations. Sourcewell Contract 121923.	Kitchen Infrastructure AB181	7032	\$60,841.10	3/31/2025
R25-04799	Apple, Inc	Purchase Order	Curriculum & Professional Development	Erin Findley	Yvonne Wright	Yes	3/18/25-6/30/25	Replacing outdated Macbooks (30) for department staff.	LCFF Districtwide Support	0011	\$59,834.25	3/31/2025
RT25-00030	Textbook Warehouse, LLC	Textbook Purchase Order	Library/Textbook Services	Erin Findley	Yvonne Wright	Yes	3/19/25-6/30/25	Middle and High School Curriculum for SY25-26	Lottery Instructional Material	6300	\$47,748.25	3/31/2025
SA25-00963	Raney Geotechnical	Service Agreement	Facilities	Chris Ralston	Janea Marking	Yes	3/20/25-9/30/26	Provide testing and inspection services for the Pacific Interim Housing at CB Wire project	Measure H	9809	\$44,981.00	3/31/2025
R25-04382	Walker Creek Ranch	Purchase Order	Crocker/Riverside E.S.	Aprille Shafto	Yvonne Wright	Yes	2/18/25-2/21/25	6th grade outdoor education field trip	Learning Recovery Emergency Block Grant	7435	\$33,653.00	3/31/2025
SA25-00962	Jaya King	Service Agreement	Communications	Brian Heap	Brian Heap	Yes	3/27/25-5/1/25	Muralist to paint one (1) wall near Classroom 7 at Golden Empire ES	LCFF Districtwide Support	0011	\$33,400.00	3/31/2025
R25-04899	Lexia Learning Systems, LLC	Purchase Order	Youth Development	Manpreet Kaur	Yvonne Wright	Yes	6/10/25-7/31/25	Lexia Core5 Reading Literacy Student Subscriptions (4,260) for Summer Matters 2025 Program.	Expanded Learning	2600	\$30,661.87	3/31/2025
R25-05093	Ewing Irrigation Products, Inc	Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	3/26/25-6/30/25	grass seed for spring lawn care maintenance	Ongoing Maintenance	8150	\$30,346.83	3/31/2025
R25-05118	CDW, LLC	Purchase Order	Technology Services	Tim Rocco	Tim Rocco	Yes	2/22/25-2/21/26	Dell IPDA Pro Support Maintenance Renewal	General	0000	\$30,050.88	3/31/2025
R25-04808	Platt Electrical Supply	Purchase Order	Facilities Maintenance	Chris Ralston	Janea Marking	Yes	3/18/25-6/30/25	Electrical parts and hardware for summer projects	Ongoing Maintenance	8150	\$26,558.69	3/31/2025
R25-04900	Sukhis Gourmet Indian Foods	Purchase Order	Nutrition Services	Diana Flores	Janea Marking	Yes	3/19/25-6/30/25	To purchase curry sauce for the Child Nutrition Program SY24-25	Child Nutrition	5310	\$25,000.00	3/31/2025
SA25-00874	Norcal School of the Arts	Service Agreement	Albert Einstein MS	Tuan Duong	Yvonne Wright	Yes	3/1/25-6/30/25	11 weeks of Theatre arts program in the afterschool space summer of 2025.	Arts & Music in Schools	6770	\$25,000.00	3/31/2025
R25-04709	Project Wayfinder	Purchase Order	Woodbine E.S.	Aprille Shafto	Yvonne Wright	Yes	4/04/25-4/03/28	Comprehensive Project Wayfinder site license and virtual support.	ESSA, Comp Support & Imp	3182	\$23,355.00	3/31/2025
R25-04865	Oxford University Press	Purchase Order	Library/Textbook Services	Erin Findley	Yvonne Wright	Yes	3/19/25-6/30/25	IB Curriculum & Digital Access for Umoja and Luther Burbank H.S.	Lottery Instructional Material	6300	\$23,238.00	3/31/2025
R25-04728	B&H Photo & Electronics Corp	Purchase Order	Career & Technical Prep	Daniel Spinka	Yvonne Wright	Yes	3/14/25-6/30/25	Instructional supplies for Luther Burbank H.S. Media Pathway Program	Vocational Program	3550	\$21,732.07	3/31/2025

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Contracts Report >\$15,000

Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved
R25-00415	Sacramento County Office of Education	Purchase Order	Leonardo da Vinci K-8	Jerad Hyden	Yvonne Wright	Yes	6/02/25-6/06/25	Estimated final invoice payment for 5th and 6th grades Sly Park trip.	Learning Recovery Emergency Block Grant	7435	\$21,714.50	3/31/2025
R25-04596	Lakeshore Learning Materials	Purchase Order	Early Learning & Care Programs	Yvonne Wright	Yvonne Wright	Yes	3/11/25-6/30/25	Outdoor furniture and supplies for the Infant Toddler room at American Legion H.S.	Early Headstart PreSchool	5213	\$20,203.27	3/31/2025
R25-04954	Administrative Software Applications, Inc	Purchase Order	Adult Education/Skills Center	Marla Clayton	Yvonne Wright	Yes	7/1/25-6/30/26	ASAP attendance system annual subscription and maintenance	Adult Basic Ed-EL Civics / Adult Basic Ed (231) Priority	3926 / 3913	\$19,939.27	3/31/2025
R25-04975	BSN Sports, LLC	Blanket Purchase Order	Equity/Access & Excellence	David Parsh	Yvonne Wright	Yes	3/21/25-6/30/25	Sports supplies for schools during SY24-25	TCE-Social/Emotional Health / LCFF-Districtwide Support	9652 / 0011	\$19,447.21	3/31/2025
R25-04615	Imagine Learning, Inc	Purchase Order	Charles A. Jones Career & Education Center	Marla Clayton	Yvonne Wright	Yes	7/1/25-6/30/26	Diploma program software subscription	Adult Basic Ed (231) ESL / Adult Basic Ed (231) Priority	3905 / 3913	\$17,300.00	3/31/2025
SA25-00877	Norcal School of the Arts	Service Agreement	Theodore Judah ES	Aprille Shafto	Yvonne Wright	Yes	4/1/25-5/31/25	Direction and Implementation of Theater Production: Alice in Wonderland	Arts & Music in Schools	6770	\$17,000.00	3/31/2025
R25-00315	Charter America Bus Co.	Blanket Purchase Order	Foster Youth Services	Jacqueline Garner	Yvonne Wright	Yes	3/25/25-6/30/25	Transportation for student field trips SY24-25	TUPE-Grades 6-12	6695	\$17,000.00	3/31/2025
R25-04601	Lakeshore Learning Materials	Purchase Order	Early Learning & Care Programs	Yvonne Wright	Yvonne Wright	Yes	3/11/25-6/30/25	Outdoor furniture and supplies for Ethel Phillips Preschool	Early Headstart PreSchool	5213	\$16,865.24	3/31/2025
R25-03804	Chandan Williams	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03805	Alejandro Guido	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03806	Alexandria Figueroa	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03807	Anahi Lopez	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03808	Brianna Rodriguez	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03809	Ann Olson	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03810	Daniela Cordero	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03811	Esmeralda Aldaz	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03812	Gabriela Markel	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03813	Gavin Myles	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03814	Jacqueline Garcia	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Contracts Report >\$15,000

Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Funding Resource	Resource Code	Amount	PRC Approved
R25-03815	Jazlin Garia	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03816	Jing Anderson	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03817	Kaylee Early	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03818	Ken Hashimoto	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03819	Maya Gonzalez	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03820	Mydah Chaudary	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-03821	Priscila Elias	Purchase Order	Human Resources	Tiffany Smith-Simmons	Cancy McArn	No	7/1/24-6/30/25	Professional development planning stipend for the Bridge Residency Program	Teacher Impl & Expsn Grant	7864	\$16,000.00	3/31/2025
R25-04236	Westminster Woods Camp	Purchase Order	Washington E.S.	Aprille Shafto	Yvonne Wright	No	1/27/25-1/31/25	Final payment for 6th grade science trip	Learning Recovery Emergency Block Grant	7435	\$15,867.00	3/31/2025
SA25-00958	Nicodemus Ford LLC	Service Agreement	Continuous Improvement & Accountability	Mary Hardin Young	Mary Hardin Young	Yes	6/1/25-1/31/26	Grant writing / coaching workshop to SCUSD Leaders	General	0000	\$15,000.00	3/31/2025



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: April 10, 2025

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): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

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: 4/10/25

#	School Site/ Department	Requisition Number	Vendor ID#	Reason	Amount Due
1	Bowling Green Chacon	SA25-01008	316716	An agreement was never reached because the language in the contract could not be changed.	\$7,560.59
2	Rosa Parks Middle School	SA25-00276	123744	The cost was not included in the SPSA before the administrator's arrival, which led to budget discrepancies that needed to be addressed upon their review.	\$50,000.00
3	Special Education	SA25-00984	108282	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$40,082.77
4	Special Education	SA25-00918	125900	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$148,227.99
5	Special Education	SA25-00980	308852	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$17,060.00
6	Special Education	SA25-00885	312286	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$4,840.00
7	Special Education	SA25-00975	312347	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$110,073.19
8	Special Education	SA25-00973	313542	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$157,262.08
9	Special Education	SA25-00985	316220	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$2,297.00
10	Special Education	SA25-00974	317176	Services were discontinued due to inadequate engagement with labor partners before their commencement.	\$13,191.90
Total Unauthorized Contracts					\$550,595.52



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1d

Meeting Date: April 10, 2025

Subject: Approve Purchase Order Board Report for the Period of February 15, 2025, through March 14, 2025

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

Division: Business Services

Recommendation: Approve attached list of purchase orders.

Background/Rationale: N/A

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

- PO Board Report Period of February 15, 2025, through March 14, 2025

Estimated Time: N/A

Submitted by: Janea Marking, Chief Business and Operations Officer

Approved by: Lisa Allen, Superintendent

Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-01013	PRUDENTIAL OVERALL SUPPLY	SERVICES - AUTOMOTIVE TECH @JFK	CAREER & TECHNICAL PREPARATION	01	900.00
B25-01014	HILLYARD	HILLYARD SUPPLIES FOR FY24-25 SCHOOL YEAR	SAC NEW TECH EARLY COLLEGE HS	09	1,500.00
B25-01015	HILLYARD	HILLYARD SUPPLIES FOR 24-25 SCHOOL YEAR	BG CHACON ACADEMY	09	1,500.00
B25-01016	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2023-24 SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01017	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01018	HILLYARD	CUSTODIAL SUPPLIES HAND SOAP FY24/25	NEW JOSEPH BONNHEIM	09	1,000.00
B25-01019	SAC VALLEY TRAILER SALES INC	SUPPLIES FOR THE LABOR SHOP 24-25 SY	FACILITIES MAINTENANCE	01	3,000.00
B25-01020	FOLLETT CONTENT SOLUTIONS LLC	SUPPL LIB SUPPLIES TO ENHANCE CURRICULUM FY25	C. K. McCLATCHY HIGH SCHOOL	01	2,000.00
B25-01021	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-2025Y	SPECIAL EDUCATION DEPARTMENT	01	2,000.00
B25-01022	FOOD DISTRIBUTORS OF NEVADA SM ART FOOD 4 SCHOOLS	TO PURCHASE CHICKEN PRODUCTS FOR NLSP 24/25 SY	NUTRITION SERVICES DEPARTMENT	13	50,000.00
B25-01023	GREEN ACRES NURSERY & SUPPLY	BLANKET ORDER-GREEN ACRES	NEW JOSEPH BONNHEIM	09	1,500.00
B25-01024	KLINE MUSIC INC	MUSIC SUPPLIES AND INSTRUMENTS 2024-25SY	HIRAM W. JOHNSON HIGH SCHOOL	01	1,200.00
B25-01025	NOR-CAL CHICKEN dba EL POLLO L OCO #3605	FOOD FOR CARE FAMILY ENGAGEMENT 2024-25 SY	STUDENT ATTEND & ENGAGE OFFICE	01	9,000.00
B25-01026	AVALON TRANSPORTATION LLC	HJHS ATHLETIC SUPPLEMENTAL TRANSPORTATION 24-25 SY	HIRAM W. JOHNSON HIGH SCHOOL	01	18,500.00
B25-01027	SELWAY MACHINE TOOL COMPANY	PARTS/SERVICES OF INSTALLATION- JFK	CAREER & TECHNICAL PREPARATION	01	5,000.00
B25-01028	PROCARE SOFTWARE LLC	BLANKET ORDER FOR PROCARE POS/CC TRANSACTIONS	EARLY LEARNING & CARE PROGRAMS	12	987.83
B25-01029	[REDACTED]	PARENT SETTLEMENT OAH [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	17,607.00
B25-01030	RUDERMAN & KNOX LLP	SPED LEGAL FEES OAH [REDACTED] 24/25SY	SPECIAL EDUCATION DEPARTMENT	01	7,500.00
B25-01031	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	24 - 25 CHARTER AMERICA TRANSPORTATION	BOWLING GREEN ELEMENTARY	09	10,000.00
B25-01032	JOHNSON CONTROLS FIRE PROTECT	FIRE SPRINKLERS INSPECTIONS/REPAIRS	CHARLES A. JONES CAREER & ED	11	6,000.00
B25-01033	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 24-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01034	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75

*** See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B25-01035	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01036	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01037	[REDACTED]	FEDERAL PROPORTIONATE SHARE [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	1,584.75
B25-01038	[REDACTED]	SETTLEMENT AGREEMENT REIMB OAH [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	43,500.00
B25-01039	[REDACTED]	SETTLEMENT MOU [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	7,770.00
B25-01040	SACRAMENTO REGIONAL TRANSIT db a CONNECT CARD REGIONAL	CONNECT CARD-HOMELESS RESOURCES	STUDENT SUPPORT&HEALTH SRVCS	01	21,950.00
B25-01041	CULLIGAN WATER OF SACRAMENTO	23-24 MONTHLY WATER SYSTEM MAINTENANCE AGR	THEODORE JUDAH ELEMENTARY	01	840.00
B25-01042	CULLIGAN WATER OF SACRAMENTO	24-25 MONTHLY WATER SYSTEM MAINTENANCE AGR	THEODORE JUDAH ELEMENTARY	01	840.00
B25-01043	ELK GROVE FORD	SAFETY VEHICLE MAINTENANCE SERVICES	SAFE SCHOOLS OFFICE	01	2,000.00
B25-01044	HILLYARD	SANITARY SUPPLIES / HAND SOAP	BOWLING GREEN ELEMENTARY	09	1,500.00
B25-01045	HILLYARD	HANDSOAP / SANITARY SUPPLIES	GEO WASHINGTON CARVER	09	1,500.00
B25-01046	GALLS INC	2023/2024 OUTSTANDING GALLS INVOICES	SECURITY SERVICES	01	1,308.39
B25-01047	HILLYARD	SANITARY SUPPLIES / HANDSOAP	THE MET	09	1,500.00
B25-01048	[REDACTED]	PARENT MILEAGE REIMBURSEMENT 2024-2025SY	SPECIAL EDUCATION DEPARTMENT	01	2,900.00
CHB25-00365	ODP BUSINESS SOLUTIONS LLC	BLANKET: INSTRUCTIONAL MATERIALS: WALDORF CLASSES	A. M. WINN - K-8	01	5,000.00
CHB25-00366	OFFICE DEPOT	OFFICE DEPOT 2024-25 SCHOOL SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	4,000.00
CHB25-00367	ODP BUSINESS SOLUTIONS LLC	GEAR UP BLANKET FOR MATH DEPT.	ROSEMONT HIGH SCHOOL	01	3,700.00
CHB25-00368	ODP BUSINESS SOLUTIONS LLC	24-25 OFFICE DEPOT SUPPLY ORDER	THEODORE JUDAH ELEMENTARY	01	2,200.00
CHB25-00369	ODP BUSINESS SOLUTIONS LLC	LCFF 24-25 OFFICE DEPOT CLASSROOM SUPPLIES	THEODORE JUDAH ELEMENTARY	01	1,040.00
CHB25-00370	ODP BUSINESS SOLUTIONS LLC	CLASSROOM/SCHOOL SUPPLIES	CALIFORNIA MIDDLE SCHOOL	01	10,000.00
CHB25-00371	ODP BUSINESS SOLUTIONS LLC	2025 SUMMER MATTERS SUPPLIES	YOUTH DEVELOPMENT	01	95,000.00
CS25-00502	[REDACTED]	addendum to original contract-[REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	100,000.00
CS25-00504	JAMES WARRICK dba TAKE FLIGHT COACHING	BOARD GOVERNANCE	SUPERINTENDENTS OFFICE	01	35,050.00

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00505	NIELSEN INSPECTION SERVICES	0510-404 CKM CLASS REDUCTION - DSA INSPECTION	FACILITIES SUPPORT SERVICES	21	25,000.00
CS25-00506	WARREN CONSULTING ENGINEERS	0148-407 L.FLOYD SECURITY FENCING - TOPO SURVEY	FACILITIES SUPPORT SERVICES	21	3,800.00
CS25-00507	WARREN CONSULTING ENGINEERS	0059-407 D.LUBIN SECURITY FENCING - TOPO SURVEY	FACILITIES SUPPORT SERVICES	21	13,650.00
CS25-00509	KENNETH DUNCAN JR dba BALL OUT ACADEMY INC	INTERVENTION/PREVENTION SUPPORT	SAFE SCHOOLS OFFICE	01	25,000.00
CS25-00510	AVSC HOLDING CORPORATION	GRADUATION AUDIO/VIDEO/STREAMING	DEPUTY SUPERINTENDENT	01	59,549.49
CS25-00511	SOLUTION TREE	PLC REFRESHER TRAINING 2024-25SY	ST FRANCIS HIGH SCHOOL	01	9,253.90
CS25-00512	FRANKLIN COVEY CLIENT SALES	LEADER IN ME COACHING & MEMBERSHIP 2024-25SY	WILLIAM LAND ELEMENTARY	01	7,595.12
CS25-00514	GEORGE VANDUSEN dba PHOENIX CO NSTRUCTION	0024-479 BOWLING GREENS RENEWAL - DSA INSPECTOR	FACILITIES SUPPORT SERVICES	21	79,200.00
CS25-00516	WARREN CONSULTING ENGINEERS	0035-407 CAMELLIA SECURITY - TOPO & UTILITY SVC	FACILITIES SUPPORT SERVICES	21	42,500.00
CS25-00517	WARREN CONSULTING ENGINEERS	0530-407 LBHS SECURITY - TOPOGRAPHIC SURVEY	FACILITIES SUPPORT SERVICES	21	3,800.00
CS25-00518	LIONAKIS	0148-407 L.FLOYD SECURITY FENCE - ARCHITECT SVC	FACILITIES SUPPORT SERVICES	21	29,000.00
CS25-00519	COVELO GROUP	UAC NPA SERVICES (SLP/SLPA)	SPECIAL EDUCATION DEPARTMENT	01	19,739.35
CS25-00520	COAST 2 COAST COACHING INC dba ELEVO	ELOP SPORTS PROGRAM	BG CHACON ACADEMY	09	20,250.00
CS25-00521	ADVOCATES FOR YOUTH	ADVOCATES FOR YOUTH-VIRTUAL TRAINING	CURRICULUM & PROF DEVELOP	01	1,500.00
CS25-00522	KITCHELL CEM INC	0108-461 E.I. BAKER NEW SCHOOL - CONSTRUCTION MNGT	FACILITIES SUPPORT SERVICES	21	3,840,000.00
CS25-00523	VEALE OUTDOOR ADVERTISING	RECRUITMENT ADVERTISING 2024-2025SY	HUMAN RESOURCE SERVICES	01	3,200.00
CS25-00524	KMM SERVICES INC	0110-468 E.PHILLIPS RENEWAL - DESIGN & TECH SVC	FACILITIES SUPPORT SERVICES	21	21,750.00
CS25-00525	KMM SERVICES INC	0024-479 B.GREENS NEW SCHOOL - DESIGN/TECH SVC	FACILITIES SUPPORT SERVICES	21	22,620.00
CS25-00526	MIZINSKI CONTRACTING & ENGINEE RING INC	0110-468 E.PHILLIPS RENEWAL - CONSULTING SVC	FACILITIES SUPPORT SERVICES	21	65,975.00
CS25-00527	MIZINSKI CONTRACTING & ENGINEE RING INC	0024-479 B.GREEN(S) MOD - CONSULTING SVC	FACILITIES SUPPORT SERVICES	21	65,975.00
CS25-00528	HAAKENSON CONSULTING	BOARD GOVERNANCE	SUPERINTENDENTS OFFICE	01	35,050.00
CS25-00529	RED DEVIL SPORTS LLC dba SUPER SOCCER STARS	SOCCER -AFTERSCHOOL SOCCER CLUB 2024-25SY	BG CHACON ACADEMY	09	7,000.00

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00530	JOSE DI GREGORIO	MURAL FOR SAM BRANNON 2024-25SY	YOUTH DEVELOPMENT	01	37,913.00
CS25-00531	CATAPULT LEARNING WEST	PROFESSIONAL DEVELOPMENT & COACHING SERVICES	CRISTO REY	01	54,900.00
CS25-00532	EPOCH EDUCATION INC	PROFESSIONAL DEVELOPMENT FOR STAFF FY 24-25	GEO WASHINGTON CARVER	09	17,500.00
CS25-00533	KANTER & ROMO IMMIGRATION LAW	LEGAL FEES - VISA SUPPORT CERT RECRUIT 24-25SY	HUMAN RESOURCE SERVICES	01	20,000.00
CS25-00534	READ ACADEMY OF SACRAMENTO	TUITION ██████ FOR 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	24,500.00
CS25-00535	MACLEOD WATTS INC	GASB 75 ACTUARIAL VALUATION SVCS	RISK MANAGEMENT	01	33,535.00
CS25-00536	THINKING TREE INC	DREAM ENRICHMENT CLASSES	BOWLING GREEN ELEMENTARY	09	19,250.00
CS25-00537	PRESSURE CPR TRAINING	PRESSURE CPR INSTRUCTOR TRAINING 2024-25SY	CHARLES A. JONES CAREER & ED	11	3,735.46
CS25-00538	LISA PIPPIN, LEP	IEE - Psycho-Educational Assessment ██████	SPECIAL EDUCATION DEPARTMENT	01	7,600.00
CS25-00539	READ ACADEMY OF SACRAMENTO	24/25 TUITION ██████	SPECIAL EDUCATION DEPARTMENT	01	30,778.00
CS25-00540	CONDITIONS FOR LEARNING	CONDITIONS FOR LEARNING	O. W. ERLEWINE ELEMENTARY	01	25,925.00
CS25-00541	LANGUAGE WORLD SERVICES INC	INTERPRETERS FOR PARENT TEACHER CONFERENCES	ETHEL I. BAKER ELEMENTARY	01	5,000.00
CS25-00542	MICHELLE PLEDGER dba LIVING F OR LIBERATION	INTERACTIVE EDUCATIONAL PROGRAM	SAC NEW TECH EARLY COLLEGE HS	09	3,000.00
CS25-00543	LIONAKIS	0035-407 CAMELLIA SECURITY FENCE - ARCHITECT SVC	FACILITIES SUPPORT SERVICES	21	124,000.00
CS25-00544	LEARN2CODE.LIVE	ELOP-SEL LIFE SKILLS PROGRAM	BG CHACON ACADEMY	09	7,440.00
CS25-00545	NOR CAL SRV FOR DEAF & HARD OF HEARING	DHH COACHING	SPECIAL EDUCATION DEPARTMENT	01	24,999.00
CS25-00546	SPEECH PATHOLOGY GROUP INC	UAC NPA SERVICES (BEHAVIOR)	SPECIAL EDUCATION DEPARTMENT	01	452.00
CS25-00547	ACTION SUPPORTIVE CARE SERVICE S INC	UAC AGENCY SERVICES (NURSING)	SPECIAL EDUCATION DEPARTMENT	01	149,467.73
CS25-00548	POINT QUEST PEDIATRICS THERAPI ES LLC	UAC NPA SERVICES (BEHAVIOR)	SPECIAL EDUCATION DEPARTMENT	01	1,369,890.89
CS25-00549	READ LEARNING CENTER	UAC 24/25 TUITIONS	SPECIAL EDUCATION DEPARTMENT	01	92.50
CS25-00550	READ ACADEMY OF SACRAMENTO	UAC 24/25 TUITIONS Late Fees	SPECIAL EDUCATION DEPARTMENT	01	206.00
CS25-00551	READ ACADEMY OF SACRAMENTO	UAC 24/25 TUITIONS	SPECIAL EDUCATION DEPARTMENT	01	6,722.00

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS25-00552	NEW DIRECTIONS SOLUTIONS LLC d ba PROCARE THERAPY	UAC NPA Services (SLP/SLPA)	SPECIAL EDUCATION DEPARTMENT	01	221,874.62
CS25-00553	NEW DIRECTIONS SOLUTIONS LLC d ba PROCARE THERAPY	UAC NPA SERVICES (CLASSROOM AIDES)	SPECIAL EDUCATION DEPARTMENT	01	776,563.50
CS25-00554	CROWE LLP	ANNUAL AUDIT SERVICES, YEAR END 6/30/25	BUSINESS SERVICES	01	155,000.00
				21	30,000.00
CS25-00555	SAC MENS SENIOR BASEBALL dba SMSBL INC.	BASEBALL COURTS RENTAL FOR JOHN F. KENNEDY HS	EQUITY/ACCESS & EXCELLENCE	01	4,600.00
CS25-00556	ENTEK CONSULTING GROUP INC	0142-468 HOLLYWOOD PARK RENEWAL - HAZMAT	FACILITIES SUPPORT SERVICES	21	25,000.00
CS25-00557	ENTEK CONSULTING GROUP INC	0530-403 LBHS KITCHEN - HAZMAT OVERSIGHT	FACILITIES SUPPORT SERVICES	01	12,000.00
CS25-00558	PSOMAS	SURVEYING SERVICES LOT 81-913	FACILITIES SUPPORT SERVICES	01	4,100.00
CS25-00559	RANEY GEOTECHNICAL INC.	0822-401 FACILITIES REDESIGN - SPECIAL INSPECTION	FACILITIES SUPPORT SERVICES	21	5,600.00
CS25-00560	RANEY GEOTECHNICAL INC.	0431-478 FERN BACON MOD - SPECIAL INSPECTIONS	FACILITIES SUPPORT SERVICES	21	419,315.00
CS25-00561	LIONAKIS	0097-407 A.LINCOLN SECURITY FENCE - ARCHITECT SVC	FACILITIES SUPPORT SERVICES	21	124,730.00
CS25-00562	NEXPLORE LLC dba NEXPLORE	NEXPLORER SCIENCE/ENGINEERING CLUB	BG CHACON ACADEMY	09	14,000.00
CS25-00563	YACINE K OFOE dba YASKATE & DR UM LESSONS	Drumming Program	BRET HARTE ELEMENTARY SCHOOL	01	10,800.00
CS25-00564	NORTHERN CALIFORNIA REHAB INC	NPA SERVICES (OT)	SPECIAL EDUCATION DEPARTMENT	01	344,520.00
N25-00025	POINT QUEST PEDIATRICS THERAPI ES LLC	23/24 NPA SERVICES ()	SPECIAL EDUCATION DEPARTMENT	01	571,626.00
N25-00026	ACCESS LANGUAGE CONNECTION INC	NPA SERVICES ()	SPECIAL EDUCATION DEPARTMENT	01	44,415.00
P25-02130	SAN DIEGO COUNTY OFFICE OF EDUCATION	Red Herring Subscription Renewal 24-25	TECHNOLOGY SERVICES	01	5,160.00
P25-02456	ESTELLA JUAREZ-PISI	AUDIOMETRY REIMBURSEMENT - ESTELLA JUAREZ-PISI	HEALTH SERVICES	01	600.00
P25-02470	CDW GOVERNMENT	HP FULL HD LCD MONITORS-CK ADMIN OFFICE	NUTRITION SERVICES DEPARTMENT	13	1,686.30
P25-02471	IXL LEARNING INC	IXL LICENSE FOR SPANISH NEW CLASS 175 LICENSES	C. K. McCLATCHY HIGH SCHOOL	01	1,443.75
P25-02472	DISCOUNT SCHOOL SUPPLY	SENSORY SEAT 4TH GRADE	WASHINGTON ELEMENTARY SCHOOL	01	32.12
P25-02473	PACIFIC COAST FLAG	US FLAG/ CALIFORNIA FLAG	WEST CAMPUS	01	126.52

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02474	PLANETBIDS, LLC	ePROCUREMENT LICENSE - 3 USERS	PURCHASING SERVICES	01	2,189.11
P25-02475	ULINE	ULINE (GYM)	HEALTH PROFESSIONS HIGH SCHOOL	01	450.63
P25-02476	GUARDIAN HOME SERVICES	PRO SERIES 4K LED TPUCH SCREESN FOR CLASSROOMS	ABRAHAM LINCOLN ELEMENTARY	01	38,055.63
P25-02477	PACIFIC OFFICE AUTOMATION	RISO INK	SAM BRANNAN MIDDLE SCHOOL	01	188.86
P25-02478	ASI PEAK ADVENTURES	TEAM BUILDING ROPES COURSE 10/11/12 GR - LPPA	C. K. McCLATCHY HIGH SCHOOL	01	5,360.00
P25-02479	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRACT INV FROM 23-24	LUTHER BURBANK HIGH SCHOOL	01	108.75
P25-02480	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRACT INV FROM 24-25	LUTHER BURBANK HIGH SCHOOL	01	108.75
P25-02481	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 6.24-6.25	LUTHER BURBANK HIGH SCHOOL	01	242.51
P25-02482	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 6.2023 - 6.2024	LUTHER BURBANK HIGH SCHOOL	01	242.51
P25-02483	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 9/2024 - 9/2025	LUTHER BURBANK HIGH SCHOOL	01	108.75
P25-02484	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 9/2023 - 9/2024	LUTHER BURBANK HIGH SCHOOL	01	108.75
P25-02485	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 5/2024 - 5/2025	LUTHER BURBANK HIGH SCHOOL	01	108.75
P25-02486	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 5/2024 - 5/2025	LUTHER BURBANK HIGH SCHOOL	01	172.91
P25-02487	PACIFIC OFFICE AUTOMATION	RISO OUTSTANDING CONTRCT INV FRM 12/2023 - 12/2024	LUTHER BURBANK HIGH SCHOOL	01	356.48
P25-02488	TMA LASER GROUP INC	INK FOR OFFICE PRINTER	MIWOK MIDDLE SCHOOL	01	444.00
P25-02489	FOLLETT CONTENT SOLUTIONS LLC	G.W. Carver Library order w/district funds	LIBRARY/TEXTBOOK SERVICES	01	1,013.55
P25-02490	ZAJIC APPLIANCE SERVICE INC	REFRIGERATOR FOR ABRAHAM LINCOLN PRESCHOOL	EARLY LEARNING & CARE PROGRAMS	12	963.91
P25-02491	DRAGONFLY ENERGY CORP	TRAILER BUILD	FACILITIES MAINTENANCE	01	6,035.41
P25-02492	LITERACY RESOURCE LLC dbaHEGGE RTY PHONEMIC	TK/K Cassroom Supplies 24-25 Heggerty	THEODORE JUDAH ELEMENTARY	01	1,406.16
P25-02493	LEE'S AUTOMOTIVE REPAIR	LONG BLOCK REMOVE & REPLACE	FACILITIES MAINTENANCE	01	5,905.32
P25-02494	BLICK ART MATERIALS LLC	ART SUPPLIES- ART CLASS-PROP-28 2024-25SY	FERN BACON MIDDLE SCHOOL	01	698.63
P25-02495	3P LEARNING INC	3P LEARNING (READING EGGS)	EARL WARREN ELEMENTARY SCHOOL	01	360.00

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02496	3P LEARNING INC	MATHSEEDS SUBSCRIPTION	EARL WARREN ELEMENTARY SCHOOL	01	400.00
P25-02497	ODP BUSINESS SOLUTIONS LLC	SPED RSP STUDENT SUPPORT SUPPLIES	SUSAN B. ANTHONY ELEMENTARY	01	90.76
P25-02498	APPLE INC	REPLACEMENT THE OLD IMAC FOR BRIAN HEAP	COMMUNICATIONS OFFICE	01	1,645.41
P25-02499	AVALON TRANSPORTATION LLC	FIELD TRIP FEB 24, 2025-LBHS	CAREER & TECHNICAL PREPARATION	01	1,236.90
P25-02500	AMADOR STAGE LINES INC	FIELD TRIP FEB 25, 2025-LBHS	CAREER & TECHNICAL PREPARATION	01	1,431.70
P25-02501	GBC GENERAL BINDING CORP	LAMINATOR MAINTENANCE AGREEMENT	THEODORE JUDAH ELEMENTARY	01	578.65
P25-02502	CDW GOVERNMENT	Student Chromebooks	TECHNOLOGY SERVICES	01	2,946,300.00
P25-02503	ILLUMINATE EDUCATION INC	FASTBRIDGE ADAPTIVE TESTING CURR MEASUREMENT	HIRAM W. JOHNSON HIGH SCHOOL	01	19,476.00
P25-02504	ELITE SPORTSWEAR LP	CHEER UNIFORMS	WEST CAMPUS	01	2,511.77
P25-02505	COOLE SCHOOL INC	STUDENT PLANNERS FOR 25-26 SY	ENGINEERING AND SCIENCES HS	01	1,752.00
P25-02506	ZYTECH SOLUTIONS INC	TREAT AS CONFIRMING - DESKTOP REPAIR - RM 21	WEST CAMPUS	01	350.74
P25-02507	SDI INNOVATIONS INC dba SCHOOL DATEBOOKS	2025-26 SCHOOL PLANNERS	WEST CAMPUS	01	1,768.48
P25-02508	PRINTWORKS INC	VOLLEYBALL UNIFORMS FOR BOYS VOLLEYBALL TEAM	FERN BACON MIDDLE SCHOOL	01	547.95
P25-02509	INTERSTATE BOOKS4SCHOOL	PURCHASE OF BOOKS FOR STUDENTS	ABRAHAM LINCOLN ELEMENTARY	01	1,268.17
P25-02510	AMAZON CAPITAL SERVICES	ART SUPPLIES -2024-25SY	THE MET	09	451.15
P25-02511	AMAZON CAPITAL SERVICES	Room 4 SPED 2024-25SY	JOHN MORSE THERAPEUTIC	01	73.07
P25-02512	AMAZON CAPITAL SERVICES	ADHD BANDS 2024-25SY	MARK TWAIN ELEMENTARY SCHOOL	01	45.33
P25-02513	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 2025	AMERICAN LEGION HIGH SCHOOL	01	979.90
P25-02514	BLICK ART MATERIALS LLC	ART SUPPLIES FOR ART CLASS-PROP 28	FERN BACON MIDDLE SCHOOL	01	476.10
P25-02515	CDW GOVERNMENT	ADULT_3530_DESKTOP MINI_RESOURCE	CHARLES A. JONES CAREER & ED	11	3,218.77
P25-02516	AMAZON CAPITAL SERVICES	CONNECT CENTER/LGBTQ+ SUPPLIES 24-25 SY	STUDENT SUPPORT&HEALTH SRVCS	01	5,068.48
P25-02517	4 IMPRINT INC	CARVER BLACK T-SHIRTS	GEO WASHINGTON CARVER	09	556.43
P25-02518	THE HOME DEPOT PRO	Custodial Supplies	FATHER K.B. KENNY - K-8	01	142.05
P25-02519	CROSS THE ROAD ELECTRONICS	CANIVORE-FOR ENGINEERING INSTRUCTION	ENGINEERING AND SCIENCES HS	01	624.56
P25-02520	THE HOME DEPOT PRO	LADDERS FOR THE HVAC SHOP	FACILITIES MAINTENANCE	01	625.31
P25-02521	AMAZON CAPITAL SERVICES	BOOKS-HJH- LENDING LIBRARY- 2024-25SY	EARLY LEARNING & CARE PROGRAMS	12	229.38
P25-02522	AMAZON CAPITAL SERVICES	BATTERIES & DOOR SWEEP 2024-25SY	WEST CAMPUS	01	81.60

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02523	THE HOME DEPOT PRO	AFTER SCHOOL SUPPLIES FOR SPOM 2024-25SY	A. M. WINN - K-8	01	244.71
P25-02524	THE HOME DEPOT PRO	AFTER SCHOOL CUSTODIAL SUPPLIES 2024-25SY	ROSEMONT HIGH SCHOOL	01	1,183.12
P25-02525	AMAZON CAPITAL SERVICES	MICROPHONE -SOUND EQUIPEMENT 2024-25SY	ELDER CREEK ELEMENTARY SCHOOL	01	380.63
P25-02526	UNIVERSAL LIMOUSINE CO	CHARTER BUS PYMNT	EDWARD KEMBLE ELEMENTARY	01	1,350.00
P25-02527	AMADOR STAGE LINES INC	BUS FOR SOCCER	JOHN F. KENNEDY HIGH SCHOOL	01	1,301.72
P25-02528	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	PODCAST EQUIPMENT	SAC NEW TECH EARLY COLLEGE HS	09	1,443.23
P25-02529	THE HOME DEPOT PRO	AFTERSCHOOL PROGRAM CUSTODIAL SUPPLIES	PHOEBE A HEARST BASIC ELEM.	01	1,042.30
P25-02530	UNIVERSAL LIMOUSINE CO	HARRIS CENTER TRANSPORTATION 24.25	WASHINGTON ELEMENTARY SCHOOL	01	1,345.78
P25-02531	AVALON TRANSPORTATION LLC	FIELD TRIP - FOLSOM LAKE COLLEGE	FATHER K.B. KENNY - K-8	01	1,236.90
P25-02532	AVALON TRANSPORTATION LLC	BUS ROUND TRIP FROM C.W TO YOSEMITE	CAROLINE WENZEL ELEMENTARY	01	2,649.90
P25-02533	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	UC DAVIS FIELD TRIP TRANSPORTATION 05/21/25	ETHEL I. BAKER ELEMENTARY	01	3,056.40
P25-02534	AVALON TRANSPORTATION LLC	BUS FOR YOSEMITE TRIP	MARTIN L. KING JR ELEMENTARY	01	2,649.90
P25-02535	AMAZON CAPITAL SERVICES	AMAZON-PORTABLE SOUND SYSTEM	CURRICULUM & PROF DEVELOP	01	161.90
P25-02536	AMAZON CAPITAL SERVICES	INSTRUCTIONAL SUPPLIES {HEETLAND}	JOHN F. KENNEDY HIGH SCHOOL	01	237.08
P25-02537	AMAZON CAPITAL SERVICES	GRAPHING CALCULATORS -	WEST CAMPUS	01	1,467.04
P25-02538	AMAZON CAPITAL SERVICES	ART SUPPLIES- PROP 28	ELDER CREEK ELEMENTARY SCHOOL	01	199.47
P25-02539	AMAZON CAPITAL SERVICES	PROP 28 ROOM 4-2024-25SY	JOHN MORSE THERAPEUTIC	01	260.95
P25-02540	AMAZON CAPITAL SERVICES	JOB CENTER SUP DESK 2024-25SY	CHARLES A. JONES CAREER & ED	11	347.98
P25-02541	SMUD MUSEUM OF SCIENCE AND CUR IOUSITY	MOSAC FIELD TRIP	SAM BRANNAN MIDDLE SCHOOL	01	550.00
P25-02542	ASHP	ASHP/ACCREDITATION/PHAR MACY PROGRAM	CHARLES A. JONES CAREER & ED	11	3,100.00
P25-02543	SCOE FINANCIAL SERVICES	6th GR. SCIENCE FIELD TRIP - 1 DAY	HUBERT H BANCROFT ELEMENTARY	01	940.00
P25-02544	ALEXANDRA NOYER	AUDIOMETRY REIMBURSEMENT - NOYER	HEALTH SERVICES	01	600.00
P25-02545	SARALYN BIENVENUE	REIMB FOR CSAC MTGS CONFIRMING	STUDENT SUPPORT&HEALTH SRVCS	01	439.29
P25-02546	AMADOR STAGE LINES INC	CHARTER BUS FOR 6TH GRADE FIELD TRIP	ELDER CREEK ELEMENTARY SCHOOL	01	8,660.00
P25-02547	CURRICULUM ASSOCIATES LLC	iREADY LEARNING & TEACHER TOOLBOX 2024-25	PACIFIC ELEMENTARY SCHOOL	01	19,548.00
P25-02548	DEMCO INC	LIBRARY SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	421.36

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02549	WARDS NATURAL SCIENCE ESTABLISHMENT INC	BIOLOGY LAB MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	144.80
P25-02550	EDPUZZLE INC	TO PURCHASE EDPUZZLE	ALBERT EINSTEIN MIDDLE SCHOOL	01	3,637.64
P25-02551	VEX ROBOTICS INC	VEX ROBOTICS	SAM BRANNAN MIDDLE SCHOOL	01	5,682.37
P25-02552	LEE'S AUTOMOTIVE REPAIR	PAYMENT ONLY - DO NOT PROCESS	FACILITIES MAINTENANCE	01	5,872.36
P25-02553	PACIFIC OFFICE AUTOMATION	COPIER SERVICE AND CONTRACTS	MARTIN L. KING JR ELEMENTARY	01	598.38
P25-02554	GRAINGER INC	GLOVES FOR CATHERINE LAMM @ HPHS	CAREER & TECHNICAL PREPARATION	01	399.33
P25-02555	FISHER SCIENTIFIC CO	INST MED SUPPLIES FOR CATHERINE LAMM @ HPHS	CAREER & TECHNICAL PREPARATION	01	442.26
P25-02556	RAINBOW BOOK CO	BOOKS FOR THE 24/25 SCHOOL YEAR	EDWARD KEMBLE ELEMENTARY	01	2,280.04
P25-02557	THE HOME DEPOT PRO	EMERGENCY WATER PACKS	HEALTH PROFESSIONS HIGH SCHOOL	01	95.81
P25-02558	THE HOME DEPOT PRO	6 FT TABLE	HEALTH PROFESSIONS HIGH SCHOOL	01	86.99
P25-02559	BSN SPORTS LLC	FOOTBALL UNIFORMS	JOHN F. KENNEDY HIGH SCHOOL	01	4,953.97
P25-02560	COLLEGE ENTRANCE EXAMINATION BOARD	COLLEGE BOARD AP EXAMS	CRISTO REY	01	5,077.00
P25-02561	APPLE INC	MACBOOK PRO-DR.K ODIPO	CONSOLIDATED PROGRAMS	01	3,441.41
P25-02562	POCKET NURSE	INST USE MED SUPPLIES FOR CATHERINE LAMM @ HPHS	CAREER & TECHNICAL PREPARATION	01	1,825.36
P25-02563	CONTROL SOLUTIONS INC	DATA LOGGERS FOR IZ CLINIC	HEALTH SERVICES	01	956.70
P25-02564	AMAZON CAPITAL SERVICES	Clinical Order #1	JOHN MORSE THERAPEUTIC	01	496.59
P25-02565	BOOKS EN MORE	CLASSROOM BOOKS LIBRARY FOR MARK THORPE D4	LUTHER BURBANK HIGH SCHOOL	01	369.21
P25-02566	BSN SPORTS LLC	SWIM JACKET FOR THE SWIM TEAM SY-24-25	LUTHER BURBANK HIGH SCHOOL	01	1,377.43
P25-02567	EL DORADO TRADING GROUP INC THE BACH CO	CALCULATORS FOR MATH	C. K. McCLATCHY HIGH SCHOOL	01	1,116.63
P25-02568	DEMCO INC	LIBRARY SUPPLIES	A. M. WINN - K-8	01	224.56
P25-02569	PACIFIC OFFICE AUTOMATION	PACIFIC OFFICE AUTOMATION RISO	JOHN F. KENNEDY HIGH SCHOOL	01	850.00
P25-02570	AMAZON CAPITAL SERVICES	Clinical Order #2	JOHN MORSE THERAPEUTIC	01	141.36
P25-02572	AMAZON CAPITAL SERVICES	Clinical Order #3	JOHN MORSE THERAPEUTIC	01	212.45
P25-02573	GOPHER SPORT	Outdoor Equipment	JOHN MORSE THERAPEUTIC	01	300.77
P25-02574	CDW GOVERNMENT	REPLACEMENT DESKTOP AND PRINTER FOR CLASSROOM USE	C. K. McCLATCHY HIGH SCHOOL	01	2,238.01
P25-02575	AMAZON CAPITAL SERVICES	SCIENCE INSTRUCTIONAL MATERIALS 2024-25SY	ALBERT EINSTEIN MIDDLE SCHOOL	01	630.88

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02576	AMAZON CAPITAL SERVICES	CHEER-POMPOMS 2024-25SY	ALBERT EINSTEIN MIDDLE SCHOOL	01	120.69
P25-02577	AMAZON CAPITAL SERVICES	BARCODE SCANNER CASE FOR NS 2024-25SY	NUTRITION SERVICES DEPARTMENT	13	53.25
P25-02578	AMAZON CAPITAL SERVICES	EPSON INK FOR PHOTO PRINTING-TURNER	MIWOK MIDDLE SCHOOL	01	71.76
P25-02579	AMAZON CAPITAL SERVICES	AIEP BEADING MATERIALS ORDER 2 OF 2 2024-25SY	YOUTH DEVELOPMENT	01	176.96
P25-02580	AMAZON CAPITAL SERVICES	AIEP BEADING MATERIALS ORDER 1 OF 2 2024-25SY	YOUTH DEVELOPMENT	01	523.06
P25-02581	AMAZON CAPITAL SERVICES	TV STAND- TORRES- 2024-25SY	AMERICAN LEGION HIGH SCHOOL	01	213.14
P25-02582	GRAINGER INC	CHEMICAL LOCKERS FOR JFK & CKM	CURRICULUM & PROF DEVELOP	01	13,878.03
P25-02583	ONE WORKPLACE L FERRARI LLC	OFFICE FURNITURE: TECH SERVICES	FACILITIES SUPPORT SERVICES	01	4,235.71
P25-02584	NILES BIOLOGICAL	SHEEP EYES FOR SCIENCE	MIWOK MIDDLE SCHOOL	01	81.13
P25-02585	NASCO	STERILE SCALPELS FOR CATHERINE LAMM @ HPHS	CAREER & TECHNICAL PREPARATION	01	132.98
P25-02586	AMAZON CAPITAL SERVICES	MICROPHONES FOR THE GYM AV SYSTEM	GENEVIEVE DIDION ELEMENTARY	01	214.23
P25-02587	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	REPLACEMENT AUDIO EQUIPMENT FOR GYM STAGE	GENEVIEVE DIDION ELEMENTARY	01	354.41
P25-02588	CDW GOVERNMENT	INK FOR PRINTERS	MATSUYAMA ELEMENTARY SCHOOL	01	481.44
P25-02589	FISHER SCIENTIFIC CO	DONATION ACCT FISHER SCIENCE	HEALTH PROFESSIONS HIGH SCHOOL	01	90.01
P25-02590	NILES BIOLOGICAL	NILES BIOLOGICAL - DONATION ACCT	HEALTH PROFESSIONS HIGH SCHOOL	01	594.08
P25-02591	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 24/25	DAVID LUBIN ELEMENTARY SCHOOL	01	934.02
P25-02592	AMAZON CAPITAL SERVICES	Clinical Order #4	JOHN MORSE THERAPEUTIC	01	332.28
P25-02593	AMAZON CAPITAL SERVICES	Clinical Order #5	JOHN MORSE THERAPEUTIC	01	140.32
P25-02594	SDI INNOVATIONS INC dba SCHOOL DATEBOOKS	SCHOOL DATEBOOKS PLANNERS	NEW JOSEPH BONNHEIM	09	975.19
P25-02595	LUX BUS AMERICA CO	PROP 28	ROSA PARKS MIDDLE SCHOOL	01	1,963.65
P25-02596	HANNIBAL'S CATERING & EVENTS	SSHS WELLNESS TRAINING 24-25 SY(1/17/25)	STUDENT SUPPORT&HEALTH SRVCS	01	1,840.18
P25-02597	UNIVERSAL LIMOUSINE CO	FIELD TRIP MARCH 19, 2025-AG PATHWAY	CAREER & TECHNICAL PREPARATION	01	1,247.50
P25-02598	UNIVERSAL LIMOUSINE CO	JFK CULINARY 4-3-25, AMERICA/OXBOW PUBLIC MARKET	CAREER & TECHNICAL PREPARATION	01	1,925.00
P25-02599	POCKET NURSE	POCKET NURSE - LAMM DONATION ACCT	HEALTH PROFESSIONS HIGH SCHOOL	01	486.61
P25-02600	S&S WORLDWIDE INC	YARD DUTY SPORTS EQUIPMENT 2024-25 SY	SUSAN B. ANTHONY ELEMENTARY	01	988.65

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P25-02601	MUNICO LLC	DELINEATOR POSTS FOR PARKING LOT AND BUS ZONE	JOHN CABRILLO ELEMENTARY	01	702.91
P25-02603	APPLE INC	MACS FOR MEDIA LAB	C. K. McCLATCHY HIGH SCHOOL	01	61,649.00
P25-02604	CDW GOVERNMENT	STAFF MONITORS AND PRINTER	YOUTH DEVELOPMENT	01	750.67
P25-02605	CDW GOVERNMENT	OFFICE DEPOT (GSP GRANT)	HEALTH PROFESSIONS HIGH SCHOOL	01	5,782.79
P25-02606	S&S WORLDWIDE INC	YARD DUTY SPORTS EQUIPMENT 2024-25 SY	SUSAN B. ANTHONY ELEMENTARY	01	42.93
P25-02607	TAHOE ADVENTURE COMPANY	6TH GRADE SCIENCE CAMP	BG CHACON ACADEMY	01	39,145.00
P25-02608	REHABMART LLC	OT/PT MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	440.00
P25-02609	THE HOME DEPOT PRO	SDC SUPPLIES	FATHER K.B. KENNY - K-8	01	136.94
P25-02610	TMA LASER GROUP INC	Toner- Chock	AMERICAN LEGION HIGH SCHOOL	01	112.00
P25-02611	RIFTON EQUIPMENT	AT-PT MATERIAL - SCOE	SPECIAL EDUCATION DEPARTMENT	01	4,361.85
P25-02612	CDW GOVERNMENT	Proofpoint Email Fraud Defense Renewal 24-25	TECHNOLOGY SERVICES	01	45,120.00
P25-02613	LEXIA LEARNING SYSTEMS LLC	2024 SUMMER MATTERS PROGRAMMING - TREAT CONFIRMING	YOUTH DEVELOPMENT	01	22,000.00
P25-02614	THE HONOR PROGRAM LLC	HONOR CORDS FOR SEAL BILIT & CIVIC ENGAGE	CURRICULUM & PROF DEVELOP	01	1,701.94
P25-02615	SCOE FINANCIAL SERVICES	SIXTH GRADE SCIENCE CAMP	JOHN D SLOAT BASIC ELEMENTARY	01	5,899.00
P25-02616	SCOE FINANCIAL SERVICES	SCOE SLY PARK MAY 2023 TRIP	GOLDEN EMPIRE ELEMENTARY	01	19,575.00
P25-02617	SCUSD - US BANK CAL CARD	ELOP FIELD TRIP TO LAWRENCE HALL OF SCIENCE	BG CHACON ACADEMY	09	1,600.00
P25-02618	GD THEATRES INC	12TH GR THE CREST THEATER RENTAL CONTRACT	UMOJA INTERNATIONAL ACADEMY	01	3,250.00
P25-02619	ESTRELLITA	ESTRELLITA CONSUMABLES-1ST GRADE	BG CHACON ACADEMY	09	5,867.96
P25-02620	AVALON TRANSPORTATION LLC	BUS FOR 6TH FIELDTRIP TO TAHOE	BOWLING GREEN ELEMENTARY	01	7,130.56
P25-02622	NATUREBRIDGE	6TH GRADE FINAL PYMT FOR TRIP YOSEMITE	CAROLINE WENZEL ELEMENTARY	01	5,760.50
P25-02623	CHARTER AMERICA BUS CO	Charter America Bus	EARL WARREN ELEMENTARY SCHOOL	01	1,300.00
P25-02624	SEAQUEST FOLSOM LLC	1ST GRADE FIELD TRIP TO SEA QUEST	BG CHACON ACADEMY	09	890.39
P25-02625	ODP BUSINESS SOLUTIONS LLC	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	SAM BRANNAN MIDDLE SCHOOL	01	547.97

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P25-02626	IST CAMPUS TOURS	COLLEGE CAMPUS TOURS FOR WEST CAMPUS STUDENTS	YOUTH DEVELOPMENT	01	5,000.00
P25-02627	PACIFIC OFFICE AUTOMATION	SUPPLIES FOR RISO	ALICE BIRNEY WALDORF - K-8	01	527.73
P25-02628	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	FIELD TRIP CHARTER MARSHALL GOLD 04/08/2025	ETHEL I. BAKER ELEMENTARY	01	2,743.20
P25-02629	EAST BAY RESTAURANT SUPPLY INC	WARMING CABINET FOR CK DURING LBH REMODEL	NUTRITION SERVICES DEPARTMENT	01	17,287.99
P25-02630	B STREET THEATRE	FIELDTRIP TO B STREET THEATRE 5/6 GRADE	NEW JOSEPH BONNHEIM	09	602.00
P25-02631	THEATREFOLK LTD	DRAMA - SPRING PLAY SCRIPT	UMOJA INTERNATIONAL ACADEMY	01	107.95
P25-02632	MICHAEL'S TRANSPORTATION	MICHAELS TRANSPORTATION SERVICE INC	ABRAHAM LINCOLN ELEMENTARY	01	6,000.00
P25-02633	TROPHY CENTER	MS/HS ACADEMIC/SPORTS MEDALS	UMOJA INTERNATIONAL ACADEMY	01	1,034.13
P25-02634	CHABOT SPACE & SCIENCE CENTER	CKM EXPANDED LEARNING FIELD TRIP	YOUTH DEVELOPMENT	01	840.00
P25-02635	INTERNATIONAL BACCALAUREATE	UMOJA IB FEES 9/1/24-8/31/25	AREA ASSITANT SUPERINTENDENTS	01	22,488.00
P25-02636	SANTA CRUZ BEACH BOARDWALK ATT N: GROUP SALES	SACS FIELD TRIP - COLLEGE TOUR AND TEAM BONDING	YOUTH DEVELOPMENT	01	960.56
P25-02637	DANIEL CRENSHAW	SPORT EQUIP-REIMBURSE DANIEL CRENSHAW-CONFIRMING	FERN BACON MIDDLE SCHOOL	01	425.03
P25-02639	ODP BUSINESS SOLUTIONS LLC	SUPPLIES FOR SPECIAL ED - J. JUTOVSKY	WILL C. WOOD MIDDLE SCHOOL	01	218.86
P25-02640	DEMCO INC	Library & Curriculum Supplies	LIBRARY/TEXTBOOK SERVICES	01	507.17
P25-02641	AMADOR STAGE LINES INC	TRANSPORTATION TO SLY PARK FOR 6TH GRADE	SUY:U ELEMENTARY	01	2,246.00
P25-02642	SCUSD - US BANK CAL CARD	CASBO JOB POSTING DIR. III, ACCT,	BUSINESS SERVICES	01	345.00
P25-02643	AVALON TRANSPORTATION LLC	TCHO CHOCOLATE FACTORY-MAY 15, 2025 @ALHS	CAREER & TECHNICAL PREPARATION	01	1,762.88
P25-02644	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	INTERACTIVE TECH MAY 30TH HPHS	CAREER & TECHNICAL PREPARATION	01	1,455.00
P25-02645	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	CHARTER BUS FERN BACON TO UC DAVIS	COUNSELING SERVICES	01	702.00
P25-02646	AVALON TRANSPORTATION LLC	SAN FRANCISCO- CCC - TREAT AS CONFIRMING	WEST CAMPUS	01	2,833.08
P25-02647	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES	GOLDEN EMPIRE ELEMENTARY	01	1,069.72
P25-02649	APPLE INC	■ MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	11,317.00

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P25-02650	JAMF HOLDINGS INC JAMF SOFTWARE LLC	████████ SCHOOL LICENSE - SPED	SPECIAL EDUCATION DEPARTMENT	01	5,250.00
P25-02651	CELEBRATIONS PARTY RENTALS	STAGE/CHAIR RENTAL FOR 2024/2025 PROMOTION	FERN BACON MIDDLE SCHOOL	01	5,111.66
P25-02652	SCUSD - TRAVEL CAL CARD	WASC VISIT HOTEL 2.23.25-.25.25	CAPITAL CITY SCHOOL	01	1,190.99
P25-02653	NATHANIEL MELMAN	REIMBURSEMENT FOR SCIENCE	ALICE BIRNEY WALDORF - K-8	01	34.47
P25-02654	GD THEATRES INC	Crest Bldg Rntl	THE MET	09	3,000.00
P25-02655	AVALON TRANSPORTATION LLC	FIELD TRIP APRIL 8, 2025-MAD, JFK HS	CAREER & TECHNICAL PREPARATION	01	1,576.05
P25-02656	NATUREBRIDGE	NATUREBRIDGE FIELD TRIP BALANCE	MARTIN L. KING JR ELEMENTARY	01	5,760.50
P25-02657	APPLE INC	MACBOOK ACCESSORIES FOR IAS APRILLE SHAFTO	ACADEMIC OFFICE	01	160.95
P25-02658	THE HOME DEPOT PRO	AFTERSCHOOL CUSTODIAL SUPPLIES	WASHINGTON ELEMENTARY SCHOOL	01	1,067.27
P25-02659	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SCOE Data Center Renewal - Disaster Recovery Space	TECHNOLOGY SERVICES	01	6,000.00
P25-02660	BULK BOOKSTORE	2ND GRADE CLASSROOM NOVELS	GENEVIEVE DIDION ELEMENTARY	01	301.78
P25-02661	HEALY SPORTSWEAR LLC	ATHLETICS - MEN'S VOLLEYBALL UNIFORMS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,305.46
P25-02662	DEMCO INC	LIBRARY SUPPLIES	GENEVIEVE DIDION ELEMENTARY	01	108.10
P25-02663	PACIFIC OFFICE AUTOMATION	RISO COPIER	THEODORE JUDAH ELEMENTARY	01	1,141.88
P25-02664	AMAZON CAPITAL SERVICES	AT/AAC MATERIAL ██████████ 24-25SY	SPECIAL EDUCATION DEPARTMENT	01	571.32
P25-02665	AMAZON CAPITAL SERVICES	OT MATERIALS - ██████████	SPECIAL EDUCATION DEPARTMENT	01	36.15
P25-02666	AMAZON CAPITAL SERVICES	OT MATERIALS ██████████ 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	17.55
P25-02667	AMAZON CAPITAL SERVICES	ASIN # B07GR69D9L	FATHER K.B. KENNY - K-8	01	214.23
P25-02668	AMAZON CAPITAL SERVICES	INST MED SUPPLIES FOR CATHERINE LAMM @ HPHS	CAREER & TECHNICAL PREPARATION	01	225.80
P25-02669	AMAZON CAPITAL SERVICES	PE SUPPLIES	ISADOR COHEN ELEMENTARY SCHOOL	01	154.71
P25-02670	AMAZON CAPITAL SERVICES	Culmination Certificate Holders	THE MET	09	298.42
P25-02671	AMAZON CAPITAL SERVICES	WALKIES FOR CAMPUS SAFETY 2025-24 SY	SUY:U ELEMENTARY	01	491.66
P25-02672	AMAZON CAPITAL SERVICES	DONATION ACCT - AMAZON	HEALTH PROFESSIONS HIGH SCHOOL	01	50.52
P25-02673	AMAZON CAPITAL SERVICES	WHITEBOARDS FOR CLASSROOMS	NEW JOSEPH BONNHEIM	09	845.51
P25-02674	AMAZON CAPITAL SERVICES	ITEMS FOR WAREHOUSE	NUTRITION SERVICES DEPARTMENT	13	900.82

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02675	AMAZON CAPITAL SERVICES	AMAZON-STUDENT STORE ITEMS 2024-25SY	OAK RIDGE ELEMENTARY SCHOOL	01	196.38
P25-02676	AMAZON CAPITAL SERVICES	ORDER -SPED (2024-25SY)	SPECIAL EDUCATION DEPARTMENT	01	1,962.38
P25-02677	I. MILLER PRECISION OPTICAL INSTRUMENTS INC	I MILLER - GOLDEN STATE PATHWAY	HEALTH PROFESSIONS HIGH SCHOOL	01	10,660.00
P25-02678	NASCO	NASCO (GSP GRANT) 2024-25SY	HEALTH PROFESSIONS HIGH SCHOOL	01	990.65
P25-02679	XTRAMATH	XTRA MATH	ABRAHAM LINCOLN ELEMENTARY	01	500.00
P25-02680	AMS.NET INC c o FREMONT BANK	Barracuda 3-year Renewal	TECHNOLOGY SERVICES	01	6,609.60
P25-02681	BLICK ART MATERIALS	ART SUPPLIES - DOOLITTLE	LUTHER BURBANK HIGH SCHOOL	01	1,469.29
P25-02682	ODP BUSINESS SOLUTIONS LLC	OFFICE DEPOT ORDER	EARL WARREN ELEMENTARY SCHOOL	01	455.61
P25-02683	SCHOOL SPECIALTY LLC	ROOM DIVIDERS	ELDER CREEK ELEMENTARY SCHOOL	01	3,798.04
P25-02684	KOMBAT SOCCER INC	VOLLEYBALL JERSEYS	ALBERT EINSTEIN MIDDLE SCHOOL	01	870.00
P25-02685	JONES SCHOOL SUPPLY CO INC	STUDENT AWARDS AND MEDAL FOR RECOGNITION	WILL C. WOOD MIDDLE SCHOOL	01	4,160.66
P25-02686	ELECTRICK MOTORSPORTS	SECURITY GOLF CART	LUTHER BURBANK HIGH SCHOOL	01	6,764.25
P25-02687	RUBEN MORA dba PREMIER PRINTING SERVICES	SOCCER UNIFORMS	SAM BRANNAN MIDDLE SCHOOL	01	1,609.50
P25-02688	ODP BUSINESS SOLUTIONS LLC	NJROTC - INK CARTRIDGES FOR CLASSROOM	LUTHER BURBANK HIGH SCHOOL	01	624.06
P25-02689	CDW GOVERNMENT	WHELDEN MINI DESKTOP PC - GARCIA DESKTOP PRINTER	OAK RIDGE ELEMENTARY SCHOOL	01	1,259.94
P25-02690	POSITIVE PROMOTIONS INC	HONOR ROLL BUMPER STICKERS FOR PARENTS/STUDENTS	WILL C. WOOD MIDDLE SCHOOL	01	5,872.13
P25-02691	GOOD PARTNER ART LLC	ORGANIC BEESWAX CRAYONS FOR PRIMARY GRADES ELA	A. M. WINN - K-8	01	862.08
P25-02692	AMAZON CAPITAL SERVICES	AMAZON- LIBRARY MENTAL HEALTH GRANT	HEALTH PROFESSIONS HIGH SCHOOL	01	1,025.23
P25-02693	AMAZON CAPITAL SERVICES	OT MATERIALS - ESY 2025 (6)	SPECIAL EDUCATION DEPARTMENT	01	93.26
P25-02694	AMAZON CAPITAL SERVICES	SHELVING FOR LIONS DEN	C. K. McCLATCHY HIGH SCHOOL	01	896.00
P25-02695	AMAZON CAPITAL SERVICES	OT MATERIALS - ESY 2025	SPECIAL EDUCATION DEPARTMENT	01	902.48
P25-02696	AMAZON CAPITAL SERVICES	OT MATERIALS - ESY 2025	SPECIAL EDUCATION DEPARTMENT	01	629.05
P25-02697	AMAZON CAPITAL SERVICES	OT MATERIALS - ESY 2025	SPECIAL EDUCATION DEPARTMENT	01	666.87

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02698	AMAZON CAPITAL SERVICES	OT MATERIALS - [REDACTED] 2025 [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	1,209.34
P25-02699	BOOKS EN MORE	TEACHER LITERATURE 24-25 SY	WASHINGTON ELEMENTARY SCHOOL	01	295.62
P25-02700	LAKESHORE LEARNING MATERIALS	STORAGE BINS FOR SIPPS READING	WASHINGTON ELEMENTARY SCHOOL	01	111.70
P25-02701	FLINN SCIENTIFIC INC 33411	DISSECTION SPECIMENS FOR SCIENCE CLASS	GENEVIEVE DIDION ELEMENTARY	01	1,058.03
P25-02702	AMPLIYUS LLC dba miniPCR bio	SCIENCE SUPPLIES FOR CLASS	MIWOK MIDDLE SCHOOL	01	3,202.69
P25-02703	THE HOME DEPOT PRO	SHELVING FOR PRINTERS FOR ENGINEERING CLASS	ENGINEERING AND SCIENCES HS	01	376.41
P25-02704	ARBOR SCIENTIFIC	PHYSICS SUPPLIES	WEST CAMPUS	01	369.49
P25-02705	KOMBAT SOCCER INC	KOMBAT INK RAK CLUB TEES	ROSA PARKS MIDDLE SCHOOL	01	507.05
P25-02706	KOMBAT SOCCER INC	KOMBAT VOLLEYBALL JERSEYS	ROSA PARKS MIDDLE SCHOOL	01	661.20
P25-02707	ODP BUSINESS SOLUTIONS LLC	CLASSROOM PAPER	WEST CAMPUS	01	5,252.63
P25-02708	PRINTWORKS INC	TRACK UNIFORMS FOR TRACK TEAM	FERN BACON MIDDLE SCHOOL	01	1,046.72
P25-02709	APPLE INC	MacBooks For Teachers	ISADOR COHEN ELEMENTARY SCHOOL	01	2,498.83
P25-02710	VENTRIS LEARNING LLC	VENTRIS LEARNING/UFLI FOUNDATIONS	ROSA PARKS MIDDLE SCHOOL	01	97.88
P25-02711	THE HOME DEPOT PRO	HOME DEPOT DOOR MAT - ABE LINCOLN PRESCHOOL	EARLY LEARNING & CARE PROGRAMS	12	86.89
P25-02712	ACTENVIRO	TREAT AS CONFIRMING - CHEMICAL P/U 12/6/2024	WEST CAMPUS	01	6,198.59
P25-02713	AMAZON CAPITAL SERVICES	P.E EQUIPMENT 24-25	WASHINGTON ELEMENTARY SCHOOL	01	250.61
P25-02714	AMAZON CAPITAL SERVICES	AMAZON-LIBRARY-ASB 2024-25SY	PONY EXPRESS ELEMENTARY SCHOOL	01	162.00
P25-02715	GOPHER SPORT	SENSORY ITEMS FOR SDC STUDENTS	A. M. WINN - K-8	01	266.35
P25-02717	FOLLETT CONTENT SOLUTIONS LLC	AB Health Prof HS January 2025 Library	LIBRARY/TEXTBOOK SERVICES	01	1,700.53
P25-02718	FOLLETT CONTENT SOLUTIONS LLC	LIBRARY BOOKS	ROSEMONT HIGH SCHOOL	01	985.36
P25-02719	THE HOME DEPOT PRO	AFTER SCHOOL PROGRAM CUSTODIAL ORDER	FERN BACON MIDDLE SCHOOL	01	1,035.73
P25-02720	FREY SCIENTIFIC	PHYSICS LAB MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	531.05
P25-02721	LAKESHORE LEARNING MATERIALS	Room 8 Special Ed	JOHN MORSE THERAPEUTIC	01	404.41
P25-02722	ORIENTAL TRADING CO, ACCT 2520 80	ATTENDANCE INCENTIVES	NICHOLAS ELEMENTARY SCHOOL	01	794.49
P25-02723	NSAV SOLUTIONS	REPLACEMENT BULBS FOR PROJECTORS	C. K. McCLATCHY HIGH SCHOOL	01	730.71

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P25-02724	PASCO SCIENTIFIC INC	PHYSICS LAB MATERIALS	C. K. McCLATCHY HIGH SCHOOL	01	1,508.36
P25-02725	TMA LASER GROUP INC	CLASSROOM PRINTER INK CARTRIDGES	WEST CAMPUS	01	1,003.76
P25-02726	CDW GOVERNMENT	FSS TECH UPDATES 24/25SY	FACILITIES MAINTENANCE	01	35,751.58
P25-02727	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PROTOCOL - [REDACTED]	SPECIAL EDUCATION DEPARTMENT	01	17,184.11
P25-02728	TAHOE ADVENTURE COMPANY	6TH GRADE TRIP TO TAHOE ADVENTURE COMPANY	BOWLING GREEN ELEMENTARY	01	32,140.00
P25-02729	AMS.NET INC	Flex Support Hours	TECHNOLOGY SERVICES	01	5,400.00
P25-02730	COMPLETE BUSINESS SYSTEMS INTL INC	INK AND MASTERS FOR DUPLO COPIER	C. K. McCLATCHY HIGH SCHOOL	01	4,677.25
P25-02732	B STREET THEATRE	INVOICE FOR B STREET MARIE CURIE - FOREMAN	MIWOK MIDDLE SCHOOL	01	595.00
P25-02733	SACRAMENTO COUNTY OFFICE OF ED UCATION	SLY PARK BALANCE 2/18/25-2/21/25	H.W. HARKNESS ELEMENTARY	01	8,244.00
P25-02734	SPEECH CORNER LLC ATTN RETURNS DEPT	INSTRUCTIONAL MATERIALS SPEECH ROOM	A. M. WINN - K-8	01	139.46
P25-02735	PACIFIC OFFICE AUTOMATION	RISO MAINTENANCE AGREEMENT	TAHOE ELEMENTARY SCHOOL	01	108.75
P25-02736	PACIFIC OFFICE AUTOMATION	RISO SERVICE MAINTENANCE AGREEMENTS	CROCKER/RIVERSIDE ELEMENTARY	01	1,087.50
P25-02737	TOM MOOREHEAD	WASC VISIT TO CAPITAL CITY SCHOOLS 2/24/25-2/25/25	CAPITAL CITY SCHOOL	01	192.86
P25-02738	THE HOME DEPOT PRO	HOME DEPOT GARBAGE CANS FOR HJFEC	EARLY LEARNING & CARE PROGRAMS	12	261.33
P25-02739	AMAZON CAPITAL SERVICES	CLOTHES GARMENT RACK COVER FOR GRAD GOWNS	C. K. McCLATCHY HIGH SCHOOL	01	419.98
P25-02740	NORMAN WRIGHT MECHANICAL EQUIP	EUBANKS UNITS - HEAT PUMP WALL MOUNT -CAL MS	FACILITIES MAINTENANCE	01	27,692.10
P25-02741	AMAZON CAPITAL SERVICES	CLASSROOM VACUUM	WASHINGTON ELEMENTARY SCHOOL	01	130.49
P25-02742	AMAZON CAPITAL SERVICES	3RD GRADE CLASSROOM SET AND PRIZE BOX	WASHINGTON ELEMENTARY SCHOOL	01	267.75
P25-02743	KATHLEEN LEWIS	WASC VISIT TO CAPITAL CITY SCHOOLS 2/24/25-2/25/25	CAPITAL CITY SCHOOL	01	287.83
P25-02744	DAVIS MODEL UNITED NATIONS CON FERENCE	MODEL UN CONFERENCE - TREAT AS CONFIRMING	WEST CAMPUS	01	835.00
P25-02745	AVALON TRANSPORTATION LLC	CHARTER BUS FOR JAPANESE CLASS TO JAPANTOWN	C. K. McCLATCHY HIGH SCHOOL	01	1,982.20
P25-02746	CHARTER AMERICA BUS CO	CHARTER FOR VISIT TO UC DAVIS - GUERRERO	C. K. McCLATCHY HIGH SCHOOL	01	1,192.50
P25-02747	GEMA GODINA	SCHOOL BEAUTIFICATION 24.25 & REFRESHMENTS	WASHINGTON ELEMENTARY SCHOOL	01	714.88
P25-02748	LUX BUS AMERICA CO	LUX BUS AMERICA QUARRY FIELD TRIP	ROSA PARKS MIDDLE SCHOOL	01	1,963.65

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02749	THE TECH	THE TECH INSTITUTE 5/30/25	HEALTH PROFESSIONS HIGH SCHOOL	01	860.00
P25-02750	LUX BUS AMERICA CO	6TH GRADE TRIP TO SAC STATE	WASHINGTON ELEMENTARY SCHOOL	01	2,520.00
P25-02751	JOSTENS INC	DIPLOMA COVERS FY24-25	C. K. McCLATCHY HIGH SCHOOL	01	2,694.01
P25-02752	AVALON TRANSPORTATION LLC	BUS FOR MOMA - TURNER	MIWOK MIDDLE SCHOOL	01	2,154.78
P25-02753	IST EDUCATIONAL TOURS	COST FOR TRIP TO SF FOR STUDENT	MIWOK MIDDLE SCHOOL	01	409.00
P25-02754	DANIEL FLORES DBA TAQUERIA JAL ISCO	PROFESSIONAL DEVELOPMENT CATREING 24-25	WASHINGTON ELEMENTARY SCHOOL	01	706.88
P25-02755	JILL TAMMI	REIMBURSEMENT FOR EXTRA TICKETS - TAMMI	MIWOK MIDDLE SCHOOL	01	528.00
P25-02756	SCUSD - US BANK CAL CARD	CAL CARD JANUARY 2025 RECONCILE	NUTRITION SERVICES DEPARTMENT	13	1,467.44
P25-02757	SCOE FINANCIAL SERVICES	SLY PARK FIELD TRIP	ISADOR COHEN ELEMENTARY SCHOOL	01	7,155.20
P25-02758	NOR-CAL CHICKEN dba EL POLLO L OCO #3605	Support Providers Meeting	ACADEMIC OFFICE	01	555.29
P25-02759	MEGAN MOLINA	TREAT AS CONFIRMING MOLINA MEGAN MILEAGE REIMBURSE	ROSA PARKS MIDDLE SCHOOL	01	328.30
P25-02760	NORCAL BATS	3RD GRADE BAT PRESENTATION	WASHINGTON ELEMENTARY SCHOOL	01	250.00
P25-02761	WESTMINSTER WOODS CAMP & CONFE RENCE CENTER	6th Grade Field Trip Westminster Woods Camp	FATHER K.B. KENNY - K-8	01	28,576.00
P25-02762	CDW GOVERNMENT	WIOA-I_RSS_5885_DESKTOP MINI_RESOURCE RM 106	CHARLES A. JONES CAREER & ED	11	2,145.85
P25-02763	CDW GOVERNMENT	YOUTH_5957_DESKTOP SFF_RESOURCE RM 106	CHARLES A. JONES CAREER & ED	11	1,394.51
P25-02764	WARDS NATURAL SCIENCE ESTABLIS HMENT INC	MAMMALIAN ORGAN COLLECTION FOR HPHS	CAREER & TECHNICAL PREPARATION	01	362.01
P25-02765	CHEFS TOYS LLC	CULINARY SUPPLIES FOR ALHS	CAREER & TECHNICAL PREPARATION	01	832.16
P25-02766	DHARMA TRADING CO	SILKS FOR KINDERGARTEN IMAGINATIVE PLAY	A. M. WINN - K-8	01	247.57
P25-02767	ODP BUSINESS SOLUTIONS LLC	EDWIN MAGUIRE, TRAINING SPECIALIST	CAREER & TECHNICAL PREPARATION	01	89.79
P25-02768	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	CHARTER BUSES FOR APIDA DAY 3-7-25	COUNSELING SERVICES	01	7,805.00
P25-02769	BEACON BUILDING PRODUCTS	UMOJA ROOFING SUMMER PROJECT	FACILITIES MAINTENANCE	01	9,432.20
P25-02770	UNITED CALIFORNIA GLASS & DOOR	TREAT AS CONFIRMING-ROLL UP DOOR SERVICE	FACILITIES MAINTENANCE	01	692.00
P25-02771	CDW GOVERNMENT	PRINTER FOR PARENT ADVISOR	ROSEMONT HIGH SCHOOL	01	312.96

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P25-02772	APPLE INC	COMP TUTOR CART IN RSP RM FOR ALL K-6 MAC BOOK AIR	HOLLYWOOD PARK ELEMENTARY	01	11,089.13
P25-02773	AMAZON CAPITAL SERVICES	SCIENCE DEPARTMENT - SCALES/WATER DISTILLER	WEST CAMPUS	01	245.40
P25-02774	AMAZON CAPITAL SERVICES	STORAGE SUPPLIES FOR CURRICULM	NEW JOSEPH BONNHEIM	09	217.46
P25-02775	AMAZON CAPITAL SERVICES	PROJECTOR BULB/SCHEDULING SUPPLIES	ROSEMONT HIGH SCHOOL	01	339.96
P25-02776	B&H FOTO & ELECTRONICS CORP B& H PHOTO-VIDEO	INSTR. USE SUPPLIES FOR RHS MEDIA	CAREER & TECHNICAL PREPARATION	01	2,094.55
P25-02777	EXPLORELEARNING	EXPLORE LEARNING PROPOSAL 2025/2026	NEW JOSEPH BONNHEIM	09	12,946.50
P25-02778	GLOBAL EQUIPMENT CO INC	SHREDDER FOR SCHOOL	NEW JOSEPH BONNHEIM	09	413.18
P25-02779	JUDY YIMITING WONG dba TOPS PE N CO	RECRUITMENT ITEMS	SAC NEW TECH EARLY COLLEGE HS	09	1,762.56
P25-02780	KOMBAT SOCCER INC	KOMBAT INK FLAG FOOTBALL JERSEYS	ROSA PARKS MIDDLE SCHOOL	01	668.94
P25-02781	ROCHESTER 100 INC	NICKY STUDENT HOMEWORK FOLDERS	CAMELLIA BASIC ELEMENTARY	01	847.06
P25-02782	EDP ENVIRONMENTS INC	Uninterruptible Power System Service 24-25	TECHNOLOGY SERVICES	01	10,616.67
P25-02783	PAXTON PATTERSON LLC	CO2 CARTRIDGE FOR FBMS	CAREER & TECHNICAL PREPARATION	01	79.60
P25-02784	LEARNING A-Z LLC	RAZ KIDS	CESAR CHAVEZ INTERMEDIATE	01	1,215.00
P25-02785	PAXTON PATTERSON LLC	INSTR. SUPPLIES FOR AEMS	CAREER & TECHNICAL PREPARATION	01	643.64
P25-02786	PAXTON PATTERSON LLC	INSTR. SUPPLIES FOR AEMS	CAREER & TECHNICAL PREPARATION	01	1,036.32
P25-02787	SUMMIT K12 HOLDINGS INC	SUMMIT K12 - PURCHASE OF LICENSES	MULTILINGUAL EDUCATION DEPT.	01	15,535.00
P25-02788	CURRICULUM ASSOCIATES LLC	iREADY SOFTWARE MATH	BRET HARTE ELEMENTARY SCHOOL	01	6,680.00
P25-02789	THE HOME DEPOT PRO	PACIFIC AFTERSCHOOL FUNDS FOR CUSTODIAL SUPPLIES	PACIFIC ELEMENTARY SCHOOL	01	982.34
P25-02790	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	INSTRUCTIONAL MATERIALS	JOHN BIDWELL ELEMENTARY	01	3,295.47
P25-02791	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS	ABRAHAM LINCOLN ELEMENTARY	01	6,804.00
P25-02792	AMAZON CAPITAL SERVICES	SPED MATERIALS FOR CLASS	CAPITAL CITY SCHOOL	01	214.14
P25-02793	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS INVOICE - EARL WARREN ELEMENTARY	EARL WARREN ELEMENTARY SCHOOL	01	5,913.00
P25-02794	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVERCATS STUDENT TICKETS/MEAL VOUCHERS	JOHN D SLOAT BASIC ELEMENTARY	01	3,051.00

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P25-02795	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	24-25 RIVERCATS GAME - INTERMEDIATE CLASSES	OAK RIDGE ELEMENTARY SCHOOL	01	6,372.00
P25-02796	AVALON TRANSPORTATION LLC	FIELD TRIP APRIL 24, 2025 JB POLANCO @ JFK HS	CAREER & TECHNICAL PREPARATION	01	1,745.63
P25-02797	ACCREDITING COMMISSION FOR SCHOOLS, WASC	WASC	SAC NEW TECH EARLY COLLEGE HS	09	2,920.00
P25-02798	SACRAMENTO ZOOLOGICAL SOCIETY	FIELD TRIP - SACRAMENTO ZOO - TK/KINDER	NEW JOSEPH BONNHEIM	09	420.00
P25-02799	QUARRY PARK ADVENTURES	QUARRY PARK ADVENTURES FIELD TRIP 05/21	ROSA PARKS MIDDLE SCHOOL	01	1,722.00
P25-02800	AMAZON CAPITAL SERVICES	OT - TRANSITION PROGRAM	SPECIAL EDUCATION DEPARTMENT	01	134.34
P25-02801	AMAZON CAPITAL SERVICES	OT - TRANSITION PROGRAM	SPECIAL EDUCATION DEPARTMENT	01	222.46
P25-02803	AMAZON CAPITAL SERVICES	ALL CLS RMS	LEATAATA FLOYD ELEMENTARY	01	132.31
P25-02804	AMAZON CAPITAL SERVICES	ALL CLS RMS	LEATAATA FLOYD ELEMENTARY	01	179.79
P25-02805	AMAZON CAPITAL SERVICES	OT - TRANSITION PROGRAM	SPECIAL EDUCATION DEPARTMENT	01	265.92
P25-02806	AMAZON CAPITAL SERVICES	AIEP BEADING MATERIALS ORDER 2024-25SY	YOUTH DEVELOPMENT	01	261.64
P25-02807	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS GAME COMMUNITY SCHOOLS	ROSA PARKS MIDDLE SCHOOL	01	1,566.00
P25-02808	DISCOUNT SCHOOL SUPPLY	SUPPLIES FOR SPECIAL ED - J. JUTOVSKY	WILL C. WOOD MIDDLE SCHOOL	01	53.57
P25-02809	JONES SCHOOL SUPPLY CO INC	ATTENDANCE INCENTIVES	WOODBINE ELEMENTARY SCHOOL	01	967.48
P25-02810	NOREDINK CORP	NOREDINK SUBSCRIPTION-MULTI-YEAR	ENGINEERING AND SCIENCES HS	01	9,150.00
P25-02811	SCHOOL SPECIALTY LLC	OT MATERIALS - 2025	SPECIAL EDUCATION DEPARTMENT	01	184.82
P25-02812	AMAZON CAPITAL SERVICES	ART NIGHT '25	MARTIN L. KING JR ELEMENTARY	01	276.90
P25-02813	THE HOME DEPOT PRO	ASES CUSTODIAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	1,101.03
P25-02814	HARVEST RIGHT LLC	CULINARY SUPPLIES ALHS	CAREER & TECHNICAL PREPARATION	01	3,795.38
P25-02815	SINGAPORE MATH INC	MATH CURRICULUM INTERVENTION PRGM	A. M. WINN - K-8	01	43,363.85
P25-02816	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS TICKETS/FIELD TRIP 4TH, 5TH, 6TH GRADE	WOODBINE ELEMENTARY SCHOOL	01	4,885.00
P25-02817	FLINN SCIENTIFIC INC 33411	INSTRUCTIONAL MATERIAL-SCIENCE	SAM BRANNAN MIDDLE SCHOOL	01	160.75
P25-02818	APPLE INC	MACBOOK FOR IAS APRILLE SHAFTO	ACADEMIC OFFICE	01	1,897.16
P25-02819	CDW GOVERNMENT	LTS Laptop for staff	LIBRARY/TEXTBOOK SERVICES	01	1,141.34
P25-02820	CDW GOVERNMENT	CDW-G	LEATAATA FLOYD ELEMENTARY	01	312.96

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02821	AMAZON CAPITAL SERVICES	AMAZON - CHARIS AND TABLES SCHOOL EVENTS/ASSEMBLY	NEW JOSEPH BONNHEIM	09	2,232.87
P25-02822	MARKERBOARD PEOPLE	WHITEBOARDS FOR MATH DEPT.	ROSEMONT HIGH SCHOOL	01	9,223.40
P25-02823	AMAZON CAPITAL SERVICES	INF/TOD DIAPERS, WIPES LORENA (AMER LEGION,123)	EARLY LEARNING & CARE PROGRAMS	12	2,091.52
P25-02824	AMAZON CAPITAL SERVICES	REPLACEMENT PARTS FOR NS VACUUM 24-25SY	NUTRITION SERVICES DEPARTMENT	13	32.61
P25-02825	ODP BUSINESS SOLUTIONS LLC	LORENA POON OFFICE SUPPLIES	EARLY LEARNING & CARE PROGRAMS	12	340.83
P25-02826	ODP BUSINESS SOLUTIONS LLC	MLK JR CHILDREN CENTER, CLASS SUPPLIES, KRISTEN E	EARLY LEARNING & CARE PROGRAMS	12	423.41
P25-02827	ULINE	GLOVES FOR LISA STEVENS (2025 MAR)	EARLY LEARNING & CARE PROGRAMS	12	208.74
P25-02828	POCKET NURSE	POCKET NURSE (GSP)	HEALTH PROFESSIONS HIGH SCHOOL	01	27,571.99
P25-02829	CDW GOVERNMENT	MULTI-FUNCTION PRINTERS FOR ELC ENROLLMENT STAFF	EARLY LEARNING & CARE PROGRAMS	12	2,568.63
P25-02830	S&S WORLDWIDE INC	MLK JR CHILDREN CENTER, GAMES, KRISTEN ENCINAS	EARLY LEARNING & CARE PROGRAMS	12	696.60
P25-02831	BATTERY SYSTEMS	BATTERY ELECTRIC CART FRANK CARERRA	JOHN H. STILL - K-8	01	1,868.33
P25-02832	AMAZON CAPITAL SERVICES	iPAD STAND FOR CLASSROOM	EARLY LEARNING & CARE PROGRAMS	12	424.09
P25-02833	VOICE DREAM LLC	TECH FOR CURRICULUM ACCESS	SPECIAL EDUCATION DEPARTMENT	01	33,400.00
P25-02834	AMAZON CAPITAL SERVICES	INF/TOD SUPPLIES LORENA (AMER LEGION,123)	EARLY LEARNING & CARE PROGRAMS	12	411.91
P25-02835	AMAZON CAPITAL SERVICES	INF-TOD NURSE SUPPLIES, LISA STEVENS (2025 MAR)	EARLY LEARNING & CARE PROGRAMS	12	1,074.32
P25-02836	SCHOOL NURSE SUPPLY INC	SPOT SCREENERS FOR PRESCHOOL IEP ASSESSMENTS	HEALTH SERVICES	01	24,958.13
P25-02837	THE POSITIVITY PROJECT, LLC	SEL-THE POSITIVITY PROJECT	BG CHACON ACADEMY	09	3,995.00
P25-02838	AMAZON CAPITAL SERVICES	ITEMS NEEDED FOR THE LABOR SHOP	FACILITIES MAINTENANCE	01	462.31
P25-02839	AMS.NET INC	WIRELESS ACCESS POINT FOR TRANSPORTATION	FACILITIES MAINTENANCE	01	5,996.59
P25-02840	SCUSD - US BANK CAL CARD	ELOP-CA ACADEMY OF SCIENCE	BG CHACON ACADEMY	09	2,699.60
P25-02841	ANIXTER INC	LOCK STRIKES FOR THE GLAZING SHOP	FACILITIES MAINTENANCE	01	432.74
P25-02842	COMPLETE BUSINESS SYSTEMS INTL INC	UIA - POSTER PRINTER	UMOJA INTERNATIONAL ACADEMY	01	3,280.81
P25-02843	ECORISE YOUTH INNOVATIONS dba ECORISE	ECORISE	CURRICULUM & PROF DEVELOP	01	5,000.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02844	FASTSIGNS	CLASS OF 25 LAWN SIGNS	WEST CAMPUS	01	1,933.03
P25-02845	DEMCO INC	Demco Book Processing Supplies	LIBRARY/TEXTBOOK SERVICES	01	546.36
P25-02846	LIFELINE LIFT COMPANY	*TREAT AS CONFIRMING -TRASH LIFT	FACILITIES MAINTENANCE	01	1,875.00
P25-02847	ODP BUSINESS SOLUTIONS LLC	SUPPLIES FOR ART CLASS	WILL C. WOOD MIDDLE SCHOOL	01	526.80
P25-02848	ODP BUSINESS SOLUTIONS LLC	SUPPLIES FOR ART CLASS-PROP 28 FUNDS	FERN BACON MIDDLE SCHOOL	01	521.95
P25-02849	THE HOME DEPOT PRO	ASES/CUSTODIAL SUPPLIES	WOODBINE ELEMENTARY SCHOOL	01	1,096.91
P25-02850	WIREMAN FENCE PRODUCTS	479 B.GREENS MOD - FENCING	FACILITIES SUPPORT SERVICES	21	6,481.78
P25-02851	WIREMAN FENCE PRODUCTS	0269-477 PACIFIC NEW SCHOOL -FENCE PRODUCTS	FACILITIES SUPPORT SERVICES	21	7,399.56
P25-02852	MAKEMUSIC INC	INTERACTIVE SHEET MUSIC-BAND,ORCHESTRA AND CHOIR	WILL C. WOOD MIDDLE SCHOOL	01	3,003.16
P25-02853	WOODBURN PRESS LTD	WORKABILITY MATERIAL	SPECIAL EDUCATION DEPARTMENT	01	4,281.75
P25-02854	WOODBURN PRESS LTD	WORKABILITY MATERIAL (7TH & 8TH)	SPECIAL EDUCATION DEPARTMENT	01	1,825.31
P25-02855	ALLDATA	AUTO TECH PATHWAY, JB POLANCO-ALLDATA SOFTWARE	CAREER & TECHNICAL PREPARATION	01	2,870.00
P25-02856	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES-YOUTH DEVELOPMENT	NICHOLAS ELEMENTARY SCHOOL	01	1,087.19
P25-02857	AMAZON CAPITAL SERVICES	ART NIGHT '25	MARTIN L. KING JR ELEMENTARY	01	149.07
P25-02858	LEXIA LEARNING SYSTEMS LLC	LEXIA CORE 5	WOODBINE ELEMENTARY SCHOOL	01	13,800.00
P25-02859	SCREENFLEX PORTABLE PARTITIONS	UIA ART DEPT SCREENFLEX ART DISPLAY	UMOJA INTERNATIONAL ACADEMY	01	2,203.11
P25-02860	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	PACIFIC RIVER CATS FIELD TRIP 5/28/25	PACIFIC ELEMENTARY SCHOOL	01	2,754.00
P25-02861	SCUSD - US BANK CAL CARD	WALL MAP-HIRAM JOHNSON FAMILY ED CENTER - DORIS	EARLY LEARNING & CARE PROGRAMS	12	377.66
P25-02862	AMAZON CAPITAL SERVICES	MASCOT COSTUMES	JOHN H. STILL - K-8	01	1,207.71
P25-02863	CITY OF SACRAMENTO COLOMA COMM UNITY CTR	8TH GRADE PROMOTION PARK PERMIT	CALIFORNIA MIDDLE SCHOOL	01	1,271.00
P25-02864	PANERA BREAD CO	PANERA, LLC	STRATEGY & CONTINOUS IMPRMNT	01	215.96
P25-02865	CLOVIS UNIFIED SCHOOL DISTRICT	CLOVIS PAYMENT FOR 6TH TRIP	CESAR CHAVEZ INTERMEDIATE	01	19,040.00
P25-02866	THE HOME DEPOT PRO	CUSTODIAL SUPPLIES 2024-25 SY-2nd semester	HIRAM W. JOHNSON HIGH SCHOOL	01	5,527.11
P25-02867	CDW GOVERNMENT	COMPUTER FOR OMBUDSPERSON	CONSTITUENT SERVICES	01	1,236.11

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02868	PACIFIC OFFICE AUTOMATION	RISO AGREEMENT	SUTTERVILLE ELEMENTARY SCHOOL	01	109.84
P25-02869	REALLY GOOD STUFF	INSTRUCTIONAL MATERIAL-SHIELDS	SAM BRANNAN MIDDLE SCHOOL	01	1,711.60
P25-02870	AMAZON CAPITAL SERVICES	SPED MATERIALS FOR CLASS	CAPITAL CITY SCHOOL	01	117.80
P25-02871	AMAZON CAPITAL SERVICES	PROJECTOR LAMP REPLACEMENTS	ENGINEERING AND SCIENCES HS	01	81.60
P25-02872	AMAZON CAPITAL SERVICES	ATTENDANCE IMPROVMENT SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	953.54
P25-02873	SCHOOL HEALTH CORP	PE EQUIP-PICKLE BALL SET 2024-25SY	CURRICULUM & PROF DEVELOP	01	2,304.65
P25-02874	AVALON TRANSPORTATION LLC	AVALON-YOSEMITE	NICHOLAS ELEMENTARY SCHOOL	01	5,257.26
P25-02875	UNIVERSAL LIMOUSINE CO	JFK CULINARY FARMERS MARKET MAY 20TH	CAREER & TECHNICAL PREPARATION	01	2,805.00
P25-02876	AMADOR STAGE LINES INC	CHARTER BUS/RC FIELDTRIP	WOODBINE ELEMENTARY SCHOOL	01	5,254.11
P25-02877	AMAZON CAPITAL SERVICES	ATHLETIC FIRST AIDE	CALIFORNIA MIDDLE SCHOOL	01	120.03
P25-02879	AMAZON CAPITAL SERVICES	OT MATERIALS - [REDACTED] 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	2,459.89
P25-02880	LAKESHORE LEARNING MATERIALS	Clinical Order #6	JOHN MORSE THERAPEUTIC	01	313.20
P25-02881	SCHOOL SPECIALTY LLC	SCHOOL SPECIALTY TUTOR PROGRAM	HOLLYWOOD PARK ELEMENTARY	01	436.32
P25-02882	SCHOOL SPECIALTY LLC	SCHOOL SPECIALTY CLASSROOM EQUIP	HOLLYWOOD PARK ELEMENTARY	01	659.42
P25-02883	SCHOOL SPECIALTY LLC	CLASS SUPPLY ART MATERIAL	HOLLYWOOD PARK ELEMENTARY	01	523.67
P25-02884	ODP BUSINESS SOLUTIONS LLC	ART SUPPLIES FOR KINDER	MARTIN L. KING JR ELEMENTARY	01	295.84
P25-02885	TMA LASER GROUP INC	TONER-CACHO/OATES	AMERICAN LEGION HIGH SCHOOL	01	366.49
P25-02886	AMAZON CAPITAL SERVICES	RECRUIT & RETENTION MATERIALS	HUMAN RESOURCE SERVICES	01	240.70
P25-02887	THE HOME DEPOT PRO	ASES Funded Custodial Supplies	ETHEL PHILLIPS ELEMENTARY	01	1,096.92
P25-02888	BETTER CHINESE LLC	2025-26 William Land Chinese curriculum & digital	LIBRARY/TEXTBOOK SERVICES	01	9,386.64
P25-02889	NATIONAL AUTISM RESOURCES LLC	Rm 8 Noice Canceling Headphones	JOHN MORSE THERAPEUTIC	01	128.70
P25-02890	LAKESHORE LEARNING MATERIALS	KINDER/TK ART	MARTIN L. KING JR ELEMENTARY	01	282.61
P25-02891	3 FORTY INC	MARCH COMMUNITY FAIR 3/28/25	COMMUNICATIONS OFFICE	01	1,420.00
P25-02892	3 FORTY INC	APRIL COMMUNITY FAIR 4/26/25	COMMUNICATIONS OFFICE	01	1,420.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P25-02893	BEDFORD FREEMAN & WORTH PUBLIS HING GROUP	AP African Amer. History Adoption 2025-2026-6yrs	LIBRARY/TEXTBOOK SERVICES	01	10,918.64
P25-02894	CORWIN PRESS INC	SCHEDULING BOOKS FOR APS	COUNSELING SERVICES	01	915.61
P25-02895	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	CLASSROOM MAGAZINES	ALBERT EINSTEIN MIDDLE SCHOOL	01	558.91
P25-02896	ANIXTER INC	420-3 SINGLE POINT ACCESS PH 3 - FRONT ENTRIES	FACILITIES SUPPORT SERVICES	21	1,944.06
P25-02897	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	SPEECH MATERIAL 2024-25SY	SPECIAL EDUCATION DEPARTMENT	01	521.48
P25-02898	AAA GARMENTS & LETTERING INC	PE CLOTHES	ALBERT EINSTEIN MIDDLE SCHOOL	01	7,344.82
P25-02899	NEWSELA INC	NEWSELA	ALBERT EINSTEIN MIDDLE SCHOOL	01	7,200.00
P25-02900	LUX BUS AMERICA CO	BUS FOR SOFTBALL 2/24/25	JOHN F. KENNEDY HIGH SCHOOL	01	1,238.53
P25-02901	SCUSD - US BANK CAL CARD	MACRAE-SPORTSMITH	AMERICAN LEGION HIGH SCHOOL	01	52.80
P25-02902	AMAZON CAPITAL SERVICES	OT MATERIALS -	SPECIAL EDUCATION DEPARTMENT	01	96.20
P25-02903	AMAZON CAPITAL SERVICES	4X6 UNITED STATES & STATE OF CALIFORNIA FLAG	JOHN BIDWELL ELEMENTARY	01	106.84
P25-02905	SACRAMENTO RIVER CATS BASEBALL CLUB LLC	RIVER CATS	JOHN BIDWELL ELEMENTARY	01	3,024.00
P25-02906	UNIVERSAL LIMOUSINE CO	5/2/25, SCUSD CENTRAL KITCHEN -S.SINGER	CAREER & TECHNICAL PREPARATION	01	1,385.65
P25-02907	STATE OF CALIFORNIA BOARD OF R EGISTERED NURSING	CONTINUING EDUCATION PROVIDER CERT	HEALTH SERVICES	01	750.00
P25-02908	CHARTER AMERICA BUS CO THANDI ENTERPRISES INC	CHARTER BUS EINSTEIN MS TO UC DAVIS	COUNSELING SERVICES	01	727.50
P25-02909	UNIVERSAL LIMOUSINE CO	5/2/25, SCUSD KITCHEN TOUR-R. RAUSL@ALHS	CAREER & TECHNICAL PREPARATION	01	1,385.65
P25-02910	UNIVERSAL LIMOUSINE CO	5/2/25, SCUSD KITCHEN TOUR-J. BURDICK JFK	CAREER & TECHNICAL PREPARATION	01	1,385.65
P25-02911	UNIVERSAL LIMOUSINE CO	4/29/25, TOUR SAC ELECTRICAL TRAINING CENTER	CAREER & TECHNICAL PREPARATION	01	1,147.50
P25-02912	EXPLORIT SCIENCE CENTER	EXPLORIT FAMILY SCIENCE NIGHT	JOHN BIDWELL ELEMENTARY	01	1,012.62
P25-02913	MIND RESEARCH INSTITUTE	ST MATH	WOODBINE ELEMENTARY SCHOOL	01	12,000.00
P25-02914	NSAV SOLUTIONS	Projector Bulb - NSAV	THE MET	09	463.84
TB25-00019	MCGRAW HILL COMPANIES	Waldorf Math Materials "TEs" (Answers & Notes)	LIBRARY/TEXTBOOK SERVICES	01	831.84
TB25-00020	MZHY EDITORS GROUP	2025-2026 MZHY Chinese Curriculum for Elder Creek	LIBRARY/TEXTBOOK SERVICES	01	859.70

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
Total Number of POs			543	Total	<u><u>13,943,511.45</u></u>

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	459	8,747,499.72
09	Charter School	36	153,041.29
11	Adult Education	7	19,942.57
12	Child Development	15	11,147.05
13	Cafeteria	6	54,140.42
21	Building Fund	21	4,957,740.40
		Total	<u><u>13,943,511.45</u></u>

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PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B25-00031	1,050,000.00	13-4710	Cafeteria/Food	250,000.00
B25-00053	50,000.00	13-4325	Cafeteria/Nutrition Ed/Equipment Parts	10,000.00
B25-00069	1,000.00	13-4710	Cafeteria/Food	9,000.00-
B25-00071	65,000.00	13-4710	Cafeteria/Food	20,000.00
B25-00074	1,000.00	13-4710	Cafeteria/Food	7,000.00-
B25-00077	500.00	13-4710	Cafeteria/Food	6,500.00-
B25-00078	20,000.00	13-4710	Cafeteria/Food	15,000.00
B25-00079	.00	13-4710	Cafeteria/Food	10,000.00-
B25-00094	11,500.00	01-5690	General Fund/Other Contracts, Rents, Leases	7,000.00
B25-00112	19,061.44	01-4320	General Fund/Non-Instructional Materials/Su	4,900.00
B25-00124	25,000.00	13-4710	Cafeteria/Food	5,000.00
B25-00128	2,000.00	13-4710	Cafeteria/Food	6,000.00-
B25-00173	20,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	10,000.00
B25-00176	10,950.00	01-5690	General Fund/Other Contracts, Rents, Leases	6,000.00
B25-00191	15,400.00	01-5800	General Fund/Other Contractual Expenses	400.00
B25-00196	14,500.00	01-5690	General Fund/Other Contracts, Rents, Leases	7,000.00
B25-00199	70,000.00	13-4710	Cafeteria/Food	50,000.00
B25-00201	17,300.00	13-4710	Cafeteria/Food	2,700.00-
B25-00218	13,000.00	01-5800	General Fund/Other Contractual Expenses	2,882.66
B25-00226	6,000.00	01-5930	General Fund/Telephones/Cell Phones	1,000.00
B25-00252	30,035.00	13-4710	Cafeteria/Food	19,965.00-
B25-00254	117,127.00	13-4710	Cafeteria/Food	32,873.00-
B25-00258	100,490.00	13-4710	Cafeteria/Food	9,510.00-
B25-00259	191,000.00	13-4710	Cafeteria/Food	61,000.00
B25-00267	27,500.00	01-5800	General Fund/Other Contractual Expenses	7,500.00
B25-00276	1,830.00	01-4320	General Fund/Non-Instructional Materials/Su	830.00
B25-00283	31,000.00	01-4320	General Fund/Non-Instructional Materials/Su	11,000.00
B25-00298	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B25-00299	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B25-00301	300.00	01-5540	General Fund/Waste Removal	1,700.00-
B25-00304	.00	01-4320	General Fund/Non-Instructional Materials/Su	500.00-
B25-00306	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B25-00307	15,000.00	01-4320	General Fund/Non-Instructional Materials/Su	4,230.52
B25-00308	.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00-
B25-00317	.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00-
B25-00324	22,500.00	01-4320	General Fund/Non-Instructional Materials/Su	7,500.00
B25-00334	14,493.93	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B25-00335	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B25-00337	17,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00

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Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B25-00340	4,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B25-00347	1,500.00	01-4320	General Fund/Non-Instructional Materials/Su	953.44
B25-00348	23,200.00	01-4320	General Fund/Non-Instructional Materials/Su	9,200.00
B25-00351	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B25-00352	13,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
B25-00359	9,940.00	01-4320	General Fund/Non-Instructional Materials/Su	2,017.85-
B25-00363	.00	01-5800	General Fund/Other Contractual Expenses	1,000.00-
B25-00365	.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00-
B25-00367	.00	01-5690	General Fund/Other Contracts, Rents, Leases	1,000.00-
B25-00369	18,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B25-00370	2,700.00	01-4320	General Fund/Non-Instructional Materials/Su	1,300.00-
B25-00371	32,699.00	01-4320	General Fund/Non-Instructional Materials/Su	15,699.00
B25-00372	41,000.00	01-4320	General Fund/Non-Instructional Materials/Su	25,000.00
B25-00380	13,000.00	01-5800	General Fund/Other Contractual Expenses	3,000.00
B25-00396	11,300.00	01-4320	General Fund/Non-Instructional Materials/Su	300.00
B25-00412	22,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
B25-00416	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B25-00423	2,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00-
B25-00424	24,000.00	01-5610	General Fund/Equipment Rental	9,000.00
B25-00426	.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00-
B25-00431	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	3,000.00-
B25-00432	.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00-
B25-00465	18,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
B25-00514	19,000.00	01-5832	General Fund/Transportation-Field Trips	7,000.00
B25-00515	91,711.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	4,350.00
B25-00517	97,300.00	13-4710	Cafeteria/Food	82,700.00-
B25-00521	445,515.00	13-4710	Cafeteria/Food	75,995.90
B25-00534	5,592.00	01-5832	General Fund/Transportation-Field Trips	592.00
B25-00549	105,400.00	13-4710	Cafeteria/Food	44,600.00-
B25-00553	.00	13-4710	Cafeteria/Food	45,000.00-
B25-00603	253,000.00	13-4710	Cafeteria/Food	72,000.00-
B25-00604	141,727.00	13-4710	Cafeteria/Food	16,727.00
B25-00613	20,000.00	09-5832	Charter School/Transportation-Field Trips	10,000.00
B25-00622	46,100.00	01-4320	General Fund/Non-Instructional Materials/Su	9,632.47
B25-00628	100,000.00	01-5800	General Fund/Other Contractual Expenses	18,759.00
B25-00629	18,000.00	01-5800	General Fund/Other Contractual Expenses	12,000.00-
B25-00653	42,000.00	01-4320	General Fund/Non-Instructional Materials/Su	7,200.00-
B25-00654	22,000.00	01-4320	General Fund/Non-Instructional Materials/Su	4,000.00
B25-00661	58,101.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	1,899.00-

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
B25-00669	34,000.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	1,000.00-
B25-00699	4,000.00	01-5832	General Fund/Transportation-Field Trips	4,000.00-
B25-00741	16,500.00	01-4310	General Fund/Instructional Materials/Suppli	2,500.00
B25-00764	2,000.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
B25-00766	10,500.00	01-4310	General Fund/Instructional Materials/Suppli	5,500.00
B25-00787	23,000.00	09-5832	Charter School/Transportation-Field Trips	10,000.00
B25-00870	44,668.00	01-5832	General Fund/Transportation-Field Trips	14,668.00
B25-00878	.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00-
B25-00888	13,800.00	13-4710	Cafeteria/Food	36,200.00-
B25-00898	900.00	01-4310	General Fund/Instructional Materials/Suppli	200.00-
B25-00911	44,800.00	13-4710	Cafeteria/Food	5,200.00-
B25-00918	9,100.00	13-4710	Cafeteria/Food	40,900.00-
CHB25-00008	50,000.00	13-4320	Cafeteria/Non-Instructional Materials/Su	10,000.00
CHB25-00032	9,600.00	01-4310	General Fund/Instructional Materials/Suppli	4,600.00
CHB25-00048	2,700.00	01-4310	General Fund/Instructional Materials/Suppli	250.00
CHB25-00052	1,577.88	01-4320	General Fund/Non-Instructional Materials/Su	1,422.12-
CHB25-00075	28,000.00	09-4310	Charter School/Instructional Materials/Suppli	8,000.00
CHB25-00080	10,000.00	09-4320	Charter School/Non-Instructional Materials/Su	8,000.00-
CHB25-00086	13,400.00	01-4310	General Fund/Instructional Materials/Suppli	500.00
CHB25-00087	18,559.00	01-4310	General Fund/Instructional Materials/Suppli	4,059.00
CHB25-00088	12,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB25-00113	10,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB25-00121	15,000.00	01-4310	General Fund/Instructional Materials/Suppli	7,000.00
CHB25-00137	11,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB25-00139	543,926.00	01-4320	General Fund/Non-Instructional Materials/Su	4,600.00-
CHB25-00141	17,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB25-00168	20,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB25-00246	42,000.00	01-4320	General Fund/Non-Instructional Materials/Su	32,000.00
CHB25-00361	3,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CS22-00226	107,115.00	21-5800	Building Fund/Other Contractual Expenses	2,062.50
CS24-00265	5,388,000.00	21-6210	Building Fund/Architect/Engineering Fees	1,608,000.00
CS24-00358	92,500.00	21-6235	Building Fund/Energy Analysis Fees	14,000.00
CS24-00499	15,885.00	21-6250	Building Fund/Other Costs (Planning)	3,255.00
CS24-00530	112,111.00	21-6170	Building Fund/Land Improvement	5,000.00
CS25-00068	20,100.00	21-6280	Building Fund/Construction Testing	750.00
CS25-00152	1,194,736.00	09-5100	Charter School/Subagreements for Services abo	76,810.00
		09-5800	Charter School/Other Contractual Expenses	125,550.00
			Total PO CS25-00152	202,360.00
CS25-00160	100,000.00	13-5800	Cafeteria/Other Contractual Expenses	50,000.00

*** See the last page for criteria limiting the report detail.

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



Includes Purchase Orders dated 02/15/2025 - 03/14/2025 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
CS25-00164	62,378.75	01-5100	General Fund/Subagreements for Services abo	10,688.66
		01-5800	General Fund/Other Contractual Expenses	31,214.59
			Total PO CS25-00164	41,903.25
CS25-00169	65,230.00	21-6210	Building Fund/Architect/Engineering Fees	6,200.00
CS25-00184	210,000.00	01-5100	General Fund/Subagreements for Services abo	80,666.67
		01-5800	General Fund/Other Contractual Expenses	33,333.33
			Total PO CS25-00184	114,000.00
CS25-00203	258,550.00	01-5100	General Fund/Subagreements for Services abo	158,550.00
CS25-00207	925,840.00	01-5100	General Fund/Subagreements for Services abo	130,000.00
CS25-00388	64,000.00	01-5100	General Fund/Subagreements for Services abo	8,000.00
		01-5800	General Fund/Other Contractual Expenses	.00
			Total PO CS25-00388	8,000.00
CS25-00462	417,950.00	01-5100	General Fund/Subagreements for Services abo	79,200.00
P24-00588	1,431,900.00	21-6200	Building Fund/Buildings (Improvements)	143,190.00-
P24-00591	1,284,250.00	21-6200	Building Fund/Buildings (Improvements)	128,425.00-
P24-00969	833,168.15	21-6200	Building Fund/Buildings (Improvements)	41,497.00-
P24-02520	8,698,335.00	21-6170	Building Fund/Land Improvement	56,665.00-
P25-01897	2,884.44	01-4320	General Fund/Non-Instructional Materials/Su	68.44-
P25-02045	959,068.00	21-6200	Building Fund/Buildings (Improvements)	849,060.00
P25-02254	1,130.57	12-4320	Child Development/Non-Instructional Materials/Su	295.92-
P25-02333	1,745.63	01-5832	General Fund/Transportation-Field Trips	169.58
P25-02342	388.47	01-4320	General Fund/Non-Instructional Materials/Su	86.92-
P25-02349	2,650.43	13-5800	Cafeteria/Other Contractual Expenses	210.16
P25-02439	1,285.43	13-4320	Cafeteria/Non-Instructional Materials/Su	428.47-
P25-02602	377,197.00	01-6200	General Fund/Buildings (Improvements)	312,807.00
			Total PO Changes	3,540,912.76

Information is further limited to: (Minimum Amount = (999,999.99))

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.





SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1e

Meeting Date: April 10, 2025

Subject: Approve Business and Financial Report: Warrants, Checks and Electronic Transfers Issued for the period of February 1-28, 2025

- 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 February 1-28, 2025, is available to Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

Warrants, Checks and Electronic Transfers – February 1-28, 2025

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

FEB 2025

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount</u>
County Accounts Payable Warrants	97435042 - 97435916	875 items	\$ 40,298,159.15
		General (01)	\$ 21,022,655.77
		Charter (09)	\$ 103,941.28
		Adult Education (11)	\$ 43,155.30
		Child Development (12)	\$ 21,263.61
		Cafeteria (13)	\$ 1,672,457.55
		Building (21)	\$ 16,123,593.15
		Developer Fees (25)	\$ 1,837.50
		Cafeteria Enterprise (61)	\$ 309.59
		Self Insurance (67)	\$ 28,642.60
		Self Ins Dental/Vision (68)	\$ 624,602.00
		Payroll Revolving (76)	\$ 655,700.80
Alternate Cash Revolving Checks	00002764 - 00002773	10 items	\$ 15,045.53
		Payroll Revolving (76)	\$ 15,045.53
Payroll and Payroll Vendor Warrants	97914230 - 97915206	977 items	\$ 5,814,843.59
		General (01)	\$ 1,428,633.30
		Charter (09)	\$ 51,166.01
		Adult Education (11)	\$ 8,942.41
		Child Development (12)	\$ 56,546.56
		Cafeteria (13)	\$ 118,840.09
		Payroll Revolving (76)	\$ 4,150,715.22
Payroll ACHs and Payroll Vendor EFTs	ACH 01657493 - 01663795 EFT 00000042 - 00000043	6304 items	\$ 24,103,215.51
		General (01)	\$ 21,904,216.14
		Charter (09)	\$ 631,810.17
		Adult Education (11)	\$ 219,825.14
		Child Development (12)	\$ 445,694.14
		Cafeteria (13)	\$ 755,357.42
		Building (21)	\$ 45,468.75
		Self Insurance (67)	\$ 27,012.29
		Self Ins Dental/Vision (68)	\$ 6,486.37
		Payroll Revolving (76)	\$ 67,345.09
County Wire Transfers for Benefit, Debt & Tax	9700350317 - 9700350323	7 items	\$ 433,182.72
		General (01)	\$ 66,960.67
		Payroll Revolving (76)	\$ 366,222.05
Total	8173 items	\$ 70,664,446.50	



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1f

Meeting Date: April 10, 2025

Subject: Approve Donations to the District for the Period of February 1-28, 2025

- 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 February 1-28, 2025

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): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

- Donations Report for the period of February 1-28, 2025

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
BA25-0001405	Posted	Leaders of Tomorrow Afterschool F	9174	Check	02/04/25	2510			BOA020425	Afterschool Donation, Leaders	464.30
	01-0812-0-8699-	- - - -0117-				464.30					
BA25-0001406	Posted	Gregory I McCrea	9174	Check	02/04/25	2192			BOA020425	Donation, G McCrea, Ck2192	966.00
	09-0812-0-8699-	- - - -0535-				966.00					
BA25-0001407	Posted	(0117) FATHER KEITH B KENNY	9172	Cash	02/04/25	844237			BOFA020425\$	Donation, Fr K B Kenny, Cash	13.00
	01-0812-0-8699-	- - - -0117-				13.00					
BA25-0001417	Posted	(0410) ALBERT EINSTEIN MIDDLE	9205	Electronic F	02/05/25	8825756				PE Clothes Sales, A Einstein I	64.95
	01-0812-0-5810-00-1110-4000-000-0410-000					1.84-					
	01-0812-0-8699-	- - - -0410-				66.79					
BA25-0001421	Posted	(0495) WILL C WOOD MIDDLE SC	9175	Cash	02/06/25	076912964				PE Clothes Sales, W C Wood	110.00
	01-0812-0-8699-	- - - -0495-				110.00					
BA25-0001422	Posted	(0495) WILL C WOOD MIDDLE SC	9175	Cash	02/06/25	076912963				PE Clothes Sales, W C Wood	122.00
	01-0812-0-8699-	- - - -0495-				122.00					
BA25-0001434	Posted	(0410) ALBERT EINSTEIN MIDDLE	9183	Check	02/04/25	1923, 2189				Donations, Home Campus, Cf	45.00
	01-0812-0-8699-	- - - -0410-				25.00				Donations, Home Campus, Cf	
	01-0812-0-8699-	- - - -0410-				20.00				Donations, Home Campus, Cf	
BA25-0001439	Posted	(0095) EARL WARREN ELEMENT.	9185	Cash	02/11/25	844241			BOA021125\$	Fundraiser, E Warren Cash rc	1,235.00
	01-0812-0-8699-	- - - -0095-				1,235.00					
BA25-0001471	Posted	The Rink	9198	Check	02/18/25	920			BA000711	Fundraiser, The Rink, Ck920	225.00
	01-0812-0-8699-	- - - -0359-				225.00					
BA25-0001493	Posted	(0410) ALBERT EINSTEIN MIDDLE	9199	Electronic F	02/21/25	2187326				PE Clothes Sales, A Einstein,	49.95
	01-0812-0-5810-00-1110-4000-000-0410-000					1.44-					
	01-0812-0-8699-	- - - -0410-				51.39					
BA25-0001495	Posted	Kona Ice of North Sacramento	9202	Check	02/25/25	2397			BOA022525	Donation, Kona Ice of N Sac, I	150.00
	01-0812-0-8699-	- - - -0277-				150.00					
BA25-0001496	Posted	Kona Ice of North Sacramento	9202	Check	02/25/25	2418			BOA022525	Donation, Kona Ice of N Sac, I	144.00
	01-0812-0-8699-	- - - -0277-				144.00					
BA25-0001497	Posted	Kona Ice of North Sacramento	9202	Check	02/25/25	2376			BOA022525	Donation, Kona Ice of N Sac, I	160.00
	01-0812-0-8699-	- - - -0277-				160.00					
BA25-0001501	Posted	(0410) ALBERT EINSTEIN MIDDLE	9200	Electronic F	02/24/25	8400425				PE Clothes Sales, A Einstein I	19.47
	01-0812-0-5810-00-1110-4000-000-0410-000					1.25-					
	01-0812-0-8699-	- - - -0410-				20.72					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 2/1/2025, Ending Receipt Date = 2/28/2025, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690,8699, Resource = 0812, Accounts? = Y, Recap = O, Sort/Group =)

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
BA25-0001515	Posted	(0410) ALBERT EINSTEIN MIDDLE	9210	Electronic F	02/28/25	2429687				PE Clothes Sales, A Einstein,	62.88
		01-0812-0-5810-00-1110-4000-000-0410-000				2.81-					
		01-0812-0-8699- - - - -0410-				65.69					
BA25-0001521	Posted	(0379) WASHINGTON ELEMENTA	9213	Electronic F	02/27/25	9197878				Donation, Washington E.S, R	970.70
		01-0812-0-8699- - - - -0379-				970.70					
BA25-0001522	Posted	(0410) ALBERT EINSTEIN MIDDLE	9213	Cash	02/04/25					Donation, A Einstein, 02-04	399.00
		01-0812-0-8699- - - - -0410-				399.00					
Total for Sacramento City Unified School District											5,201.25

Fund-Object Recap		
01-5810	Tickets/Fees/Regis.for Parents	7.34-
01-8699	All Other Local Revenue	4,242.59
Fund 01 - General Fund		4,235.25
09-8699	All Other Local Revenue	966.00
Fund 09 - Charter School		966.00
Fiscal Year 2025		5,201.25
Total for Sacramento City Unified School District		5,201.25

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 2/1/2025, Ending Receipt Date = 2/28/2025, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690,8699, Resource = 0812, Accounts? = Y, Recap = O, Sort/Group =)

BMO AP - BMO Harris Bank (AP)											
Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
BM25-0000788	Posted	Frankie Montreal Collins	9173	Check	02/05/25	4862000491			BMO020525	Donation, F Collins, Ck486200	1,660.00
01-0812-0-8699-	-	- - - -0163-				1,660.00					
BM25-0000789	Posted	(000727) TAYLOR CORPORATION	9173	Check	02/05/25	6051793			BMO020525	Pictavo Yearbook Pymt, Tayl	100.00
01-0812-0-8699-	-	- - - -0379-				100.00					
BM25-0000821	Posted	(000665) FIDELITY CHARITABLE	9188	Check	02/12/25	15334053			BMO021225	Donation Music Dept, Fidelity	250.00
01-0812-0-8699-	-	- - - -0495-				250.00				Donation Music Dept, Fidelity	
BM25-0000824	Posted	(000664) FRONTSTREAM	9188	Check	02/12/25	3518608			BMO021225	Donation, Frontstream, Ck351	199.00
01-0812-0-8699-	-	- - - -0242-				199.00					
BM25-0000830	Posted	(3515) BOX TOPS FOR EDUCATI	9195	Check	02/19/25	4924792			BMO021925	Dec24 Payout, Box Tops for E	25.70
01-0812-0-8699-	-	- - - -0148-				25.70					
BM25-0000831	Posted	(4655) SACRAMENTO REGION C	9195	Check	02/19/25	VV7255			BMO021925	Grant 62791 Hmong Ed, Sac I	4,493.33
01-0812-0-8699-	-	- - - -0101-				4,493.33					
BM25-0000835	Posted	Research Triangle Institute	9206	Check	02/26/25	050985			BMO022625	Donation, Research Triangle I	750.00
01-0812-0-8699-	-	- - - -0495-				750.00					
BM25-0000837	Posted	RSM Inc dba Pizza Guys #105	9206	Check	02/26/25	14946			BMO022625	Fundraiser, RSM Inc dba Pizz	91.12
01-0812-0-8699-	-	- - - -0037-				91.12					
BM25-0000864	Posted	American Online Giving Foundator	9206	Check	02/26/25	0000402884			BMO022625	Donation, American Online Gi	24.28
09-0812-0-8699-	-	- - - -0535-				24.28					

Total for Sacramento City Unified School District 12,794.68

Fund-Object Recap

01-8699	All Other Local Revenue	7,569.15
Fund 01 - General Fund		7,569.15
09-8699	All Other Local Revenue	24.28
Fund 09 - Charter School		24.28
Total for Sacramento City Unified School District		12,794.68

Org Recap

Sacramento City Unified School District

\$ - Cash 1,879.00

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 2/1/2025, Ending Receipt Date = 2/28/2025, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690,8699, Resource = 0812, Accounts? = Y, Recap = O, Sort/Group =)

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
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Org Recap

Sacramento City Unified School District (continued)

C - Check	2,154.30
E - Electronic Funds Xfer	1,167.95

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 2/1/2025, Ending Receipt Date = 2/28/2025, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690,8699, Resource = 0812, Accounts? = Y, Recap = O, Sort/Group =)

BMO AP - BMO Harris Bank (AP)

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
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Org Recap

Sacramento City Unified School District (continued)

C - Check	7,593.43
Total Receipts	12,794.68
Report Total	12,794.68

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 97, Starting Receipt Date = 2/1/2025, Ending Receipt Date = 2/28/2025, User Created = N, On Hold? = Y, No Invoice = Y, Object = 8690,8699, Resource = 0812, Accounts? = Y, Recap = O, Sort/Group =)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: April 10, 2025

Subject: Approve Revision to Board Policy 5030 School Wellness

- 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: The Local School Wellness Policy is missing the required USDA nondiscrimination statement. We recommend adding the newly updated nondiscrimination statement, as per policy memorandum CRD 01-2022, to the end of our BP 5030.

Background/Rationale: This newly updated non-discrimination statement includes gender identity and sexual orientation as part of the protected class of sex.

Financial Considerations: N/A

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

Final Revised Draft Board Policy 5030 School Wellness - Redline

Final Revised Draft Board Policy 5030 School Wellness – Without Redline

Estimated Time of Presentation: N/A

Submitted by: Janea Marking, Chief Business and Operations Officer, Diana Flores, Executive Director, Nutrition Services, Jacqueline Garner, Executive Director, Health Services

Approved by: Lisa Allen, Superintendent

Sacramento City Unified School District (SCUSD) Student Wellness Policy (BP 5030)

The Sacramento City Unified School District (SCUSD) sits at the heart of America's Farm-to-Fork Capital. Our city prides itself on quality, local food grown by the citizens who live, work, and raise their children here. More than half the nation's healthy fruits, vegetables and nuts are grown in California, and many of those grow right here in the Sacramento Valley. SCUSD promotes, and is committed to, healthy schools by recognizing the link between student health and learning. In recognition that social, emotional, and physical health are fundamental to being college, career, and community ready, the Board desires to provide a comprehensive program promoting health and well-being for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy and practice through health education, physical education, nutrition services, food literacy, physical and mental health services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{[1],[2],[3],[4],[5],[6],[7]} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{[8],[9],[10]} In addition, students who are physically active for 60 minutes a day do better academically.^{[11],[12],[13],[14]}

This Wellness Policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The Policy is divided into these areas:

Contents

- District Wellness Committee (Coordinated School Health Committee)
- Health Education Activity Goals
- Physical Education and Physical Activity Goals
- Program Evaluation
- Health Services Activity Goals
- Nutrition Education, Nutrition Standards, and Healthy Eating
- Nutrition Education
- Nutritional Standards
- Free and Reduced-priced Meals
- Summer Food Service Program /CACFP At-Risk Expanded Learning Supper Program
- Competitive Foods and Beverages including Fundraising
- Celebrations and Rewards
- Water
- Community Engagement in Healthy Eating
- School Gardens
- Counseling and Psychological Services

Employee Wellness Activity Goals
Health and Safe Environment Activity Goals
Student, Family and Community Involvement Activity Goals
Program Implementation and Evaluation

Through this Wellness Policy and related policies, the Board seeks to ensure that:

- All students have access to healthy food and beverages.
- All students receive high-quality physical education and physical activity.
- Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
- Every school has a positive school climate that nurtures learning, achievement, and growth of character.
- Students will not be rewarded with food.
- All students are taught the essential knowledge and skills they need to make health-enhancing choices and avoid behaviors that can damage health and wellbeing.
- All students are given the opportunity to learn healthy habits that prevent diet-related diseases through fruit and vegetable tastings and hands-on food literacy education.
- All students have access to health services in partnership with schools, school-based health centers, school health professionals, community agencies, and families.

District Wellness Committee (formerly the Coordinated School Health Committee)

The Superintendent or designee will encourage parents/guardians, students, nutrition service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, periodic review, and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee will appoint a District Wellness Committee (formerly the Coordinated School Health Committee) whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, expanded learning program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The Wellness Committee will advise the district on health-related issues, activities, policies, and programs. The duties of the council/committee will also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Committee membership will represent all school levels, including but not limited to Youth Development, Safe Schools, Risk Management, Nutrition Services, Health Services, and Social Emotional Learning.

The Committee will convene at least 4 times during the school year at hours convenient for public participation.

The Superintendent or designee will actively seek to develop community partnerships that allow all students in grades K-12 access to health promotion programs including oral and mental health services.

The Superintendent will designate one or more School District official(s), as appropriate, 1) who has the authority and responsibility to ensure that each school complies with the local student wellness policy (section 9A(b)(5)(B) of the NSLA), and 2) who will facilitate the development and updates of the local student wellness policy. The titles of these individuals are the:

- Director of Child Nutrition
- Director of Athletics
- Director of Health Services

The Superintendent will charge the District Wellness Committee and site administrators with annually ensuring that the Wellness Policy is implemented, monitored, revised, shared with the public, and when appropriate modified and updated to meet newly identified district needs and/or federal requirements.

The Superintendent will ensure that each school within the District will establish an ongoing School Health Council that convenes to review school-level issues, in coordination with the District Wellness Committee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3513 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5142 - Safety)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)

(cf. 6164.2 - Guidance/Counseling Services)

Health Education Activity Goals

Provide a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health consistent with the expectations established in the Health Framework for California Public Schools. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive health education and wellness curriculum includes a variety of topics that are age-appropriate, support skill building, and address health and safety education such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, violence prevention education, the use of steroids, sun safety, air quality guidelines, universal precautions, hand washing, oral health, and drug, alcohol and tobacco prevention education. Qualified, professionally trained teachers and staff shall provide health education instruction. Professional staff development will be available to strengthen instructional strategies to assess health knowledge, nutrition and skills that promote lifelong healthy behaviors.

Physical Education and Physical Activity Goals

The Board of Education recognizes the research and positive benefits of a quality physical education program on student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the District. All students in grades K-12 shall be provided opportunities to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. All students are expected to participate in the physical education program according to education code. The program will be modified for students with special needs. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education classes. The district's physical education activities shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5144 – Discipline)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

*(cf. 6146.1 - High School Graduation Requirements)*The Superintendent or designee shall ensure that all students in grades K-12 receive the appropriate amount of high quality physical education required by the Education Code. The school district shall adopt the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve. The school district shall also implement the contents of the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.

The District's Physical Education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides all students with equal opportunities for instruction and participation regardless of gender, race or disabilities in accordance with law.

(cf. 0410- Nondiscrimination in District Programs and Activities)

(cf. 6011 – Academic Standards)

(cf. 6143 – Courses of Study)

The Physical Education program will build interest and proficiency in movement skills, encourage students' lifelong fitness through physical activity, and will design and evaluate a strong, cohesive and comprehensive physical education program for all students. The Board of Education shall adopt a Physical Education curriculum which encompasses the California Content Standards for Physical Education and the National Physical Education Standards. The District's program shall include a variety of kinesthetic activities including team and individual sports, lifetime sports and activities, gymnastics, as well as aesthetic movement forms, such as dance.

The overall course of study for grades 9-12 shall include the effects of physical activity upon human health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combative (EC 33352; 5 CCR 10060).

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted. The Board, Superintendent and designee will comply with all state laws and guidelines when approving courses for physical education. Ninth graders must take Freshman Physical Education class led by a credentialed physical education teacher. Independent study may be used to extend a student's education opportunities in physical education 10th-12th grade. Independent study may be used as an alternative instructional strategy, not an alternative curriculum nor as the exclusive means of course credit offerings for the physical education graduation requirement from a school as specified in the updated California Department of Education's *Independent Study Operations Manual*. Students follow the same course of study as the District Physical Education Courses and meet the same academic standards as classroom-based students. Independent study students must adhere to *(EC sections 51222, 51225.3, 51241, and 60800* which requires all grade nine students to be tested in the state's physical performance test (FITNESSGRAM).

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6146.11 – Alternative Credits Toward Graduation)

(cf. 6158 – Independent Study)

The District's Physical Education program shall engage students in MVPA, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of MVPA that occurs during the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159- Individualized Education Program)

(cf. 6164.6 – Identification and Education Under Section 504)

1. Schools will provide instruction and facilities/equipment to ensure that all students have the opportunity to participate in daily physical education/physical activity.
2. Schools will meet or exceed the PE minutes requirements
 - a. 1-6 200 minutes every 10 days
 - b. 6-8 400 minutes every 10 days
 - c. K-8 200 minutes every 10 days
 - d. 9-12 400 minutes every 10 days (exemptions may apply)

As per the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the National Association for Sport and Physical Education (NASPE) recommendation, the District shall make every effort to maintain recommended class size maximums in Physical Education (CCR, Title 5, Section 10060).

Physical Fitness Testing

During the months of February, March, April, or May, students in grades 5, 7, and 9 will undergo the physical fitness testing designated by the State Board of Education (*EC 60800; 5 CCR 1041*). Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents twice a year (once by October 30th and the final by June 1st). Results will also be included in each school's SACRC reporting.

Tools to measure height, weight, heart rates and body composition may be made available to help students more accurately determine their health and fitness level.

Staffing

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 – Staff Development)

(cf. 5121 – Grades/ Evaluation of Student Achievement)

Program Evaluation

The Superintendent or designees shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the schools in compliance with the PE mandated minutes, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the District's program in meeting goals for physical activity and physical education.

(cf. 0500 – Accountability)

(cf. 6190 – Evaluation of the Instructional Program)

Health Services Activity Goals

The Superintendent or designee will seek out and establish community partnerships to provide mental and physical health services for the purpose of improving access to and removing barriers to healthcare for all students. The district will maintain and increase partnerships with school-based health providers to assist with providing equitable access to health care.

The district will seek opportunities to inform parents/guardians about the importance of vision screening, hearing screening, mental health, oral health, sexual health and prevention and management of chronic health conditions, such as Type II diabetes and obesity as they relate to overall health learning. The district shall encourage routine well-child visits as recommended for overall maintenance of good health and monitoring during the stages of childhood development. The district will ensure immunization compliance for all students as required by law.

The district will seek opportunities to provide education regarding the impact of stress on health and wellbeing, and support strategies for stress reduction for students. The district will ensure each student has access to a credentialed school nurse to receive health guidance.

The district will assist families, whenever possible, in securing access to health resources including Medi-Cal, Healthy Families Cover the Kids programs and community health providers. Resource referrals may include, but not be limited to, health clinics, dental providers, nutrition resources, emergency food lockers and emergency shelters, etc.

Nutrition Education, Nutrition Standards, and Healthy Eating

Nutrition Education

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education shall be provided as part of the education program and, as appropriate, should be integrated into academic subjects in the regular educational program. Nutrition education will also be offered through expanded learning programs.

All PK-12 students shall receive appropriate class time for nutrition education that is aligned with the California Content Standards. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Students shall receive consistent nutrition messages throughout the district, schools, classrooms, cafeterias, homes, community and media with coordination between the nutrition services staff and teachers.

Nutrition Curriculum and Promotion

The district's nutrition education curriculum will be evidence-based and aligned with the California Health Education Content Standards. The district promotes integrating nutrition education topics within the broader academic curriculum taught at every grade level; Pre-K-12. Schools strive to provide nutrition education and engage in nutrition promotion. The goal is for all students to possess the knowledge and skills necessary to make nutritious food choices. Nutrition education will be offered during the school day as well as in expanded learning programs. School staff coordinates with other agencies and community groups as necessary to provide opportunities for nutrition education and student projects related to nutrition.

Nutritional Standards on Campus

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines, which are at a minimum compliant with federal and state law and support the promotion of student health and reducing childhood obesity.

School Meals

The Board believes that foods and beverages available to students at district schools should support the health curriculum and content standards on nutrition, as well as promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

In order to maximize the district's ability to provide nutritious meals and snacks, to the extent possible, all district schools shall participate in available federal child nutrition programs, including the National School Lunch and School Breakfast Programs and expanded learning snack and supper programs. When approved by the California Department of Education (CDE), the district may provide a summer meal program.

Meals Served Through Child Nutrition Programs

1. On an ongoing basis, meals will meet all meal pattern requirements established by local, state and federal statutes and regulations including nutrient content and age-appropriate portion sizes.
2. Meals will reflect good menu planning principles, such as serving a variety of healthy foods that look good, taste good and appeal to the cultural sensitivities of the school and community populations.
3. Meals will emphasize fresh fruits and vegetables, whole grains, fat-free and low-fat milk and milk products, and foods that meet the dietary specifications set forth by USDA.
4. Foods containing trans-fat foods will not be sold or provided to pupils on PK-12 campuses in effect from midnight through one-half hour after the end of the standard school day.

The Nutrition Services Department should engage students and parents, through taste tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, the NSD will share information about the nutritional content of meals with parents and students. Such information may be made available on menus, a website, on cafeteria menu boards, placards or other materials.

To ensure that all children have breakfast, either at home or at school, and in order to meet their nutritional needs and enhance their ability to learn, schools will, to the extent possible:

1. Operate the School Breakfast Program
2. Utilize methods to serve school breakfasts that encourage participation, including promotion of “grab-and-go” breakfast.
3. Notify parents and students of the availability of the School Breakfast Program.
4. Encourage parents to provide healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-Priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or promote nontraditional methods for serving school meals.

Sharing of Foods and Beverages

Students are discouraged from sharing foods or beverages with one another during meal or snack times, given concerns regarding food allergies, disease transmission and restrictions on some children’s diets. Any adult, or any child not enrolled in the school shall not eat from an enrolled child’s plate.

Meals Outside of the Foodservice Area

For this purpose, the Foodservice area is defined as any place on campus where food is served, sold and/or consumed. Meals offered in the National School Lunch Program and School Breakfast Program are intended to be consumed at school in a designated foodservice area during the established meal

service period. However, the District recognizes that with time limited lunch periods and increased amount of fruits and vegetables offered as part of the meals, some students may be inclined to save some items for consumption at a later time. For food safety reasons, this practice should be limited to only food items that do not require cooling or heating, such as whole fruit, a bag of baby carrots, or pre-packaged grain-based items.

Meal Times and Scheduling

Students perform better academically when well-nourished, and an important part of that nourishment is having sufficient time to eat. Principals are encouraged to identify ways to successfully address the issue of adequate meal times for their students. The California Department of Education recommends that each student has no less than 10 minutes for breakfast and no less than 20 minutes for lunch after being served. Schools, to the extent possible:

1. Should provide students with a minimum of 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch, regardless of scheduling before or after recess time.
2. Should schedule meal periods at appropriate times, e.g., lunch will be scheduled between 10 a.m. and 2 p.m.
3. Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Summer Food Service Program

When approved by the CDE, Nutrition Services department, will sponsor a Summer Food Service Program in coordination with SCUSD expanded learning programs.

Outside Food Sales in California Public Schools (Competitive Foods)

State law for Outside Food Sales includes all foods and beverages sold outside of federal meal programs by all entities including schools, parent and student organizations on school campus during school day. These laws pertain to food sold on campus from midnight through 30 minutes after the standard school day for 9-12th grade school sites; or the end of the site's expanded learning programming for all other grade level schools. Expanded learning programs will not sell foods before, during or after programming. This includes sales made through vending machines, cafeteria a la carte [snack] lines, and fundraisers. However, athletic concessions at any grade level may be sold 30 minutes after the standard school day, and are excluded from the Competitive Foods requirements.

To assure compliance with state law, all Outside Food Sales by student organizations in areas not operated by the Nutrition Services Department are required to be reviewed by the school board or designated official prior to sale.

Refer to the California Department of Education's Competitive Foods Web page (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>) for additional tools and resources to determine compliance with competitive foods and beverages for any food sales, or fundraisers in SCUSD schools.

Evening and Community Events

The district promotes the availability of nutritious snacks at evening and community events on school grounds. This includes, but is not limited to, concessions at athletic events, dances and performances.

Vending

- All vending machines with student access must sell only compliant food and/or beverages.
- Outside vendor carts, trucks or vehicles are prohibited from locating within 400 yards from any school grounds
- All sales made through vending machines are subject to the criteria listed in the regulations referenced below.

Requirements for Outside Food Sales in California Public Schools

Food items **sold and served** outside federal meal programs during the school day, including fundraisers, shall meet the local, state and federal nutritional requirements as referenced in:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

- The term “sold” refers to any food or beverage provided to students on school grounds in exchange for money, coupons, or vouchers.
- The term “served” refers to any food or beverage provided to students on school grounds during celebrations, parties, instructional lessons, giveaway items, etc.
 - Outside foods not meeting local, state and federal nutritional requirements are allowable for pedagogical or educational purposes in so long as it is relevant to the course curriculum and syllabus. Such educational purposes may include, but are not limited to, ethnic studies and culinary arts courses.
- The nutritional requirements referenced in the state and federal regulations do not pertain to food brought from home for individual consumption.
- These state and federal requirements apply to all foods or beverages whether served or sold within the district.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving EK-8th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day, or expanded learning program; whichever is later, are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving EK-8th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers for **schools** serving EK-8th grade students to meet the state laws outlined in the state and federal regulations referenced above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day, and/or the end of the site's expanded learning program; whichever is later (this includes minimum days), and **applies** to food and beverage sales by student organizations.

Student organization sales must meet **all** of the following:

1. Water, with no additives including vitamins, minerals (e.g., electrolytes), stimulants (e.g., caffeine) and sweeteners, is the only approved beverage to be sold.
2. **One food item** per sale.
3. The sale must occur **after the lunch period** has ended.
4. The food or beverage item **cannot be prepared on campus.**
5. Each school may choose up to **four days** per year during which food and beverage from multiple student organizations may be sold (foods/beverages must still be compliant).
6. The food or beverage item cannot be the same item **sold in the food service program** at that school during the same school day.
7. Other than the 4 days (mentioned in #5 above), only one student organization may sell food or beverages to pupils on school campuses per day. No adult-run fundraisers, including parent or community organizations, private individuals or commercial entities, may sell food to pupils on school campuses. This includes, but is not limited to PTA, PTSA, or booster clubs.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving 9th - 12th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434
California Code of Regulations sections 15575-15578
California Code of Regulations sections 15500-15501
Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving 9th - 12th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers to meet the state laws outlined in the state and federal regulations listed above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day and **applies ONLY** to food and beverage sales by student organizations.

1. Up to **three categories** of foods or beverages *may* be sold each day (e.g., chips, sandwiches, juices, etc.). The district will exceed the above federal and state nutrition standards by prohibiting the sale of any **electrolyte replacement beverages** (also known as sports/energy drinks) on school campus during the school day at all grade levels.
2. Only **one student organization** is allowed to sell each day.
3. Food(s) or beverage(s) **cannot be prepared on the campus**.
4. The food or beverage categories sold **cannot** be the same as the categories **sold in the food service program** at that school during the same school day.
5. In addition to one student organization sale each day, any and **all student organizations** may sell on the **same four designated days** per year. School administration may set these dates.
6. Only student organizations may sell food or beverages to pupils on school campuses from midnight through one half hour after the standard school day. No parents or community organizations, private individuals or commercial entities may sell food to pupils on school campuses during these hours. This includes, but is not limited to PTA, PTSA, or booster clubs.

The district Nutrition Services Department will make available a list of ideas for acceptable non-food fundraising activities on the following webpage: <http://www.scusd.edu/healthyfundraisers>.

Advertising and Promotion

School based marketing will be consistent with nutrition education and health promotion. The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

Snacks and Suppers

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health with an emphasis on serving fruits and vegetables. Schools will assess if and when to offer snacks and/or suppers based on timing of school meals, length of program, children's nutritional needs, children's ages, and other considerations. Nutrition Services will offer snacks and/or suppers to eligible and CDE approved sites with expanded learning programs and will pursue receiving reimbursements through federal programs.

Rewards and Punishments

In consideration of dietary accommodations, food allergies, and to promote student wellness and empower parents and guardians to make decisions about what their children are eating, Sacramento City Unified School District employees, parent organizations and outside organizations shall not use any food or beverages as a reward, incentive, or punishment for academic performance or good behavior, nor withhold food or beverages including, food served through school meals, as punishment.

Physical activity during the school day and in expanded learning programs (including but not limited to recess, physical activity breaks, or physical education) will not be withheld or used as punishment.

Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child, therefore classroom celebrations will strive to have non-food celebrations, and when food is included, will only offer healthy food that is non-allergenic to all students in that classroom. This food must be compliant with Competitive Foods regulations. The district website has a list of non-food and healthy celebration ideas.

Special Dietary Needs

Students with a food allergy or intolerance that substantially limits one or more major life activity is eligible for necessary food substitutions with appropriate documentation. See BP 5141.27 for additional information.

Farm to School

To the extent possible, and in accordance with the Buy American provision, the District is committed to sourcing local and California grown fruits, vegetables, dairy, bakery goods and other local ingredients to enhance the flavor and variety of all meals served in the school meal programs. Farm to school programs will enhance broader nutrition education opportunities that increase children's consumption of fresh, seasonal fruits and vegetables, whole grains, and other healthy foods.

Water

The school district will provide all students and employees with access to clean, safe, palatable drinking water free of charge at every district facility including cafeteria and eating areas, classrooms, hallways, play yards and athletic fields, and faculty lounges throughout the school day and at before- and after-school activities. Students will be allowed to bring drinking water from home and to take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills. All school administrators, teachers, and building staff will model drinking water and limit consumption of identifiable, sugar-sweetened beverages in front of students. The school district will perform maintenance on all water fountains regularly and as needed and will conduct periodic testing of all drinking water sources in each district facility. The test results will be made available in an easily accessible format (e.g., post on district website) with letters delivered to affected students and parents.

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a Nutrition Services program, the District will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for all school nutrition professionals according to their levels of responsibility including child nutrition directors and managers.

Community Engagement in Healthy Eating

The District is committed to being responsive to community input. Recognizing the partnership between the district and the home, the district seeks to strengthen parents/guardians' understanding of student health by offering educational programs for parents/guardians, partnering with nonprofits and others who provide services to families within the SCUSD community, and supporting district and site staff offering help to students' families.

(cf. 6020 - Parent Involvement)

- Create a Wellness Committee including but not limited to parents/guardians, students, school food service professionals, school administrators, Board representatives, School Health Professionals and members of the public to develop updates for the district wellness policy related to student wellness.
- The District will involve families and the community in wellness-related activities and programs such as health fairs and physical activity classes for parents and community members.
- District will communicate with parents/guardians through a district health and wellness newsletter, website, or other methods to showcase resources, highlight policy development and implementation, and provide opportunity for input.
- Provide copies of working drafts of district policy to parents/guardians in an understandable and uniform format, in a language the parents/guardians can understand.
- Collaborate with community partners to provide technical assistance and training to school administration, staff and parents/guardians regarding policy implementation related to nutrition and nutrition education, physical activity and physical education, behavioral and mental health, and staff health and wellness.
- Provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

School Gardens

The district recognizes that school gardens can improve student health and wellness, instill the value of healthy eating, increase physical activity, improve student achievement, and create highly engaging, interactive, and hands-on learning environments. The district supports the use of school gardens as a hands-on teaching environment to enliven standards-based curriculum and provide tangible ways for parents and families to contribute to the school community.

The district shall make every effort to establish a school garden program (in-ground, raised bed, container, nearby park, community garden, farm, or lot) for each school site of sufficient size to provide students with experiences in planting, harvesting, preparing, serving, and tasting foods.

Garden programs should integrate hands-on, outdoor experiences into core curriculum for math, science, social studies, language arts, and nutrition/health education at all grade levels. Garden programs shall collaborate with SCUSD Nutrition Services in accordance with state and federal law to reflect seasonal and local foods in school meals.

Garden program coordinators (volunteer or paid) and Buildings and Grounds staff will work collaboratively to ensure compliance with established protocols, and they will also work with district leaders to insure the proper forms are completed before conducting any major work renovations or hosting any events in the garden.

Pesticides, herbicides, insecticides, and other synthetic chemicals shall not be used within any school garden unless a reasonable effort has been made to reduce contamination and drift of any potentially harmful chemicals within 25 feet of any school garden as outlined by California Certified Organic Farmers. Some possible exceptions, including, but not limited to, the use of synthetic chemicals for the purpose of painting adjacent structures or eradicating invasive plants when other means have proven ineffective. Garden beds, crops, compost and other vital areas of the garden shall be completely covered if the use of said chemicals must be used within the 25-foot boundary of any school garden. Synthetic chemicals used outside the 25-foot boundary should be applied at a time of low wind and little chance of rain in order to minimize potential contamination.

Mental Health and Wellness

The Superintendent or designee will actively seek to develop district capacity and community partnerships that will provide students in grades Pre-K-12 with access to mental health services. Professional staff will be available to provide early detection and appropriate referral for mental health assessments and treatments for students when indicated. Professional staff development will be provided regarding early detection and referral for mental health supports.

Mental health services are provided to improve students' mental, emotional and social health. These services may include individual and group assessments that may drive interventions and referrals. Professionals such as credentialed school social workers, school counselors, psychologists will strive to provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

(cf. 5020 - Parents Rights and Responsibilities)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School-Based Health and Social Services)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.4 - Anti-bullying)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 1020 Youth Services)

(cf. 6164.2 Guidance/Counseling Services)

Employee Wellness Activity Goals

The Board recognizes that the success of district students and programs hinges on effective personnel. The Board shall actively support staff wellness by establishing safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

(cf. 4000-Concepts and Roles)

- The work environment will support wellness in both the physical environment and the workplace climate.
- Staff will have access to physical and mental health assessments and resources.
- Staff will have opportunities for physical activity.
- Food and beverages served, sold or otherwise made available to staff, are encouraged to comply with district nutrition standards.
- Staff will be encouraged to model this policy and other aspects of healthy behavior in the workplace.

The Board will support a coordinated program of wellness and health promotion services as specified in Board policies and addressing primary prevention, risk reduction, chronic disease management and an employee assistance program for staff. Further, the Board will make every effort to collaborate with community-based organizations and coalitions to bridge and augment school district resources in order to promote wellness, provide direct mental and/or physical health care services and opportunities for health education of staff.

The Board recognizes the powerful influence that district staff and other adults have on the health and well-being of students. To that end, the Board encourages staff to take every opportunity to model health and wellness behaviors for students. School staff leads by example in promoting healthy food or beverage items in the classroom and avoiding food and beverage options that do not support the wellness policy. Further, the Board also encourages the participation of parents/guardians and other community members in promoting the health and wellness of students.

Health and Safe Environment Activity Goals

A healthy social and psychological education environment is one that fosters positive and engaging educational experiences for students, is broad and flexible, promotes caring relationships, and values youth as a resource who can work with adults in the creation of a healthy environment (such as: edible

landscape, school gardens, and orchards, etc.). Its goal is to increase youth's sense of connectedness to school.

The Superintendent or designee will ensure that a healthy educational environment, considering both physical and psychological aspects, exists in all facilities. To ensure student safety, appropriate supervision shall be provided in cafeterias and school grounds. Rules for safe behavior shall be emphasized and consistently enforced.

A healthy physical environment includes physical safety; good air; access to fresh, no-cost, drinking water throughout the day; and access to restrooms with hot and cold running water, soap, disposable towels and/or hand dryers, proper trash and sanitary containers. Implementation of appropriate cleaning practices and properly operating heating and ventilation systems are required. Ensure each school site has access to well-maintained play areas, hard court and natural and/or grass fields. Each school site and facility will meet current ADA regulations and take steps for corrections as necessary. Yearly reviews of each site will be conducted by the Facilities/Maintenance Department.

The Superintendent or designee will ensure proper review and use of cleaning agents, sprays or fertilizers, and that mandated and timely notification is provided at all facilities before herbicides, insecticides, fertilizers, and other sprays are used. Preference will be given to the least toxic chemicals available per regulations.

Daily air quality forecast are encouraged to be displayed in a prominent area at each school site along with highly-accessible information about the air quality categories.

Staff Development in Health and Safe Environment Goals

The Superintendent or designee will encourage professional staff development in topics such as substance abuse prevention, school safety and violence prevention, youth development initiatives, character education, dropout prevention, services for students with disabling conditions, service e-learning, expanded learning programs, as well as school improvement initiatives. School staff are encouraged to participate in training on how to reduce student gang involvement. All staff with a high potential for contact with blood borne pathogens will attend a yearly training. All staff will be provided child abuse training yearly which includes mandated reporting and prevention of sexual abuse.

Student, Family, and Community Involvement Activity Goals

The district will address health and safety issues in partnership with students, parents/guardians and community members by providing workshops on health and safety issues and actively seeking input for policy development and program design. The district will collaborate with school sites to ensure that students, parents/guardians and community members are consistently well-informed regarding health messages, food safety standards, and other laws, regulations and services concerning health issues. This

communication will be accomplished through district and school websites, newsletters, eConnection, Connect-Ed, handouts and other communication tools.

To encourage participation from students, parents/guardians and community members, staff will invite and inform students, parents/guardians and community members through a variety of avenues including, but not limited to, Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, English Learner Advisory Committee, and the district English Learner Advisory Committee. Outreach efforts will emphasize the strong connection between student health and academic performance, including the key components of regular physical activity and good nutrition, both at school and at home. To further enhance the importance of health and wellness, the district will collaborate with local health organizations to provide opportunities, services, nutrition education, parenting classes, and parent involvement workshops to students, parents/guardians, and community members.

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide resources for healthy eating and cooking for parents and provide nutrient analyses of school menus. Schools should encourage parents to refrain from sending beverages and foods that do not meet the above nutrition standards. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Program Implementation and Evaluation

An accountability plan will be developed in accordance with this policy and the outcomes will be monitored by staff and shared periodically with the SCUSD community. ([42 USC 1758b](#))

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee as outlined in a subsequent Administrative Regulation that accompanies this policy and outlines such accountability measures.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA Administrative Review (AR) findings and any resulting changes.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

- (cf. 0500 - Accountability)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 3514 - Environmental Safety)*
- (cf. 3514.1 - Hazardous Substances)*
- (cf. 4000 - Concepts and Roles)*
- (cf. 4020 - Drug and Alcohol-Free Workplace)*
- (cf. 4032 - Reasonable Accommodation)*
- (cf. 4115 - Evaluation/Supervision)*
- (cf. 4118 - Suspension/Disciplinary Action)*
- (cf. 4140/4240 - Bargaining Units)*
- (cf. 4141/4241 - Collective Bargaining Agreement)*
- (cf. 4154/4254/4354 - Health and Welfare Benefits)*
- (cf. 4157/4257/4357 - Employee Safety)*
- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*
- (cf. 4157.2/4257.2/4357.2 - Ergonomics)*
- (cf. 4159/4259/4359 - Employee Assistance Programs)*
- (cf. 4161/4261 - Leaves)*
- (cf. 4161.1/4261.1 - Personal Illness/Injury Leave)*
- (cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*
- (cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)*
- (cf. 4215 - Evaluation/Supervision)*
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
- (cf. 4315 - Evaluation/Supervision)*
- (cf. 4361 - Leaves)*
- (cf. 4361.1 - Personal Illness/Injury Leave)*
- (cf. 5131.62 - Tobacco)*

U.S. Department of Agriculture (USDA)
nondiscrimination statement for child nutrition
program participants

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and Teletypewriter [TTY]) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> (PDF), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

833-256-1665 or 202-690-7442; or

3. email:

Program.Intake@usda.gov

This institution is an equal opportunity provider.

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EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51796.5 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:

1758b Local wellness policy

1771-1791 Child Nutrition Act, including:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical Education, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Draft Revisions: ~~June 2017~~ March 2025

Adopted: ~~August 30, 2006~~ April 10, 2025 Sacramento, California

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- [²] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989; 143(10):1234-1239.
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- [⁹] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- [¹⁰] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996; 25(5):497-505.
- [¹¹] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- [¹²] Singh A, Uijtewillig L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
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Sacramento City Unified School District (SCUSD) Student Wellness Policy (BP 5030)

The Sacramento City Unified School District (SCUSD) sits at the heart of America’s Farm-to-Fork Capital. Our city prides itself on quality, local food grown by the citizens who live, work, and raise their children here. More than half the nation’s healthy fruits, vegetables and nuts are grown in California, and many of those grow right here in the Sacramento Valley. SCUSD promotes, and is committed to, healthy schools by recognizing the link between student health and learning. In recognition that social, emotional, and physical health are fundamental to being college, career, and community ready, the Board desires to provide a comprehensive program promoting health and well-being for district students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy and practice through health education, physical education, nutrition services, food literacy, physical and mental health services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{[1],[2],[3],[4],[5],[6],[7]} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{[8],[9],[10]} In addition, students who are physically active for 60 minutes a day do better academically.^{[11],[12],[13],[14]}

This Wellness Policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity throughout the school day while minimizing commercial distractions. The Policy is divided into these areas:

Contents

- District Wellness Committee (Coordinated School Health Committee)
- Health Education Activity Goals
- Physical Education and Physical Activity Goals
- Program Evaluation
- Health Services Activity Goals
- Nutrition Education, Nutrition Standards, and Healthy Eating
- Nutrition Education
- Nutritional Standards
- Free and Reduced-priced Meals
- Summer Food Service Program /CACFP At-Risk Expanded Learning Supper Program
- Competitive Foods and Beverages including Fundraising
- Celebrations and Rewards
- Water
- Community Engagement in Healthy Eating
- School Gardens
- Counseling and Psychological Services

Employee Wellness Activity Goals
Health and Safe Environment Activity Goals
Student, Family and Community Involvement Activity Goals
Program Implementation and Evaluation

Through this Wellness Policy and related policies, the Board seeks to ensure that:

- All students have access to healthy food and beverages.
- All students receive high-quality physical education and physical activity.
- Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
- Every school has a positive school climate that nurtures learning, achievement, and growth of character.
- Students will not be rewarded with food.
- All students are taught the essential knowledge and skills they need to make health-enhancing choices and avoid behaviors that can damage health and wellbeing.
- All students are given the opportunity to learn healthy habits that prevent diet-related diseases through fruit and vegetable tastings and hands-on food literacy education.
- All students have access to health services in partnership with schools, school-based health centers, school health professionals, community agencies, and families.

District Wellness Committee (formerly the Coordinated School Health Committee)

The Superintendent or designee will encourage parents/guardians, students, nutrition service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, periodic review, and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee will appoint a District Wellness Committee (formerly the Coordinated School Health Committee) whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, expanded learning program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The Wellness Committee will advise the district on health-related issues, activities, policies, and programs. The duties of the council/committee will also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Committee membership will represent all school levels, including but not limited to Youth Development, Safe Schools, Risk Management, Nutrition Services, Health Services, and Social Emotional Learning.

The Committee will convene at least 4 times during the school year at hours convenient for public participation.

The Superintendent or designee will actively seek to develop community partnerships that allow all students in grades K-12 access to health promotion programs including oral and mental health services.

The Superintendent will designate one or more School District official(s), as appropriate, 1) who has the authority and responsibility to ensure that each school complies with the local student wellness policy (section 9A(b)(5)(B) of the NSLA), and 2) who will facilitate the development and updates of the local student wellness policy. The titles of these individuals are the:

- Director of Child Nutrition
- Director of Athletics
- Director of Health Services

The Superintendent will charge the District Wellness Committee and site administrators with annually ensuring that the Wellness Policy is implemented, monitored, revised, shared with the public, and when appropriate modified and updated to meet newly identified district needs and/or federal requirements.

The Superintendent will ensure that each school within the District will establish an ongoing School Health Council that convenes to review school-level issues, in coordination with the District Wellness Committee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3513 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5142 - Safety)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)

(cf. 6164.2 - Guidance/Counseling Services)

Health Education Activity Goals

Provide a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health consistent with the expectations established in the Health Framework for California Public Schools. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive health education and wellness curriculum includes a variety of topics that are age-appropriate, support skill building, and address health and safety education such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, violence prevention education, the use of steroids, sun safety, air quality guidelines, universal precautions, hand washing, oral health, and drug, alcohol and tobacco prevention education. Qualified, professionally trained teachers and staff shall provide health education instruction. Professional staff development will be available to strengthen instructional strategies to assess health knowledge, nutrition and skills that promote lifelong healthy behaviors.

Physical Education and Physical Activity Goals

The Board of Education recognizes the research and positive benefits of a quality physical education program on student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the District. All students in grades K-12 shall be provided opportunities to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. All students are expected to participate in the physical education program according to education code. The program will be modified for students with special needs. Opportunities for moderate to vigorous physical activity (MVPA) shall be provided through physical education classes. The district's physical education activities shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5144 – Discipline)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

*(cf. 6146.1 - High School Graduation Requirements)*The Superintendent or designee shall ensure that all students in grades K-12 receive the appropriate amount of high quality physical education required by the Education Code. The school district shall adopt the Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve. The school district shall also implement the contents of the Physical Education Framework for California Public Schools Kindergarten through Grade Twelve.

The District's Physical Education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The Superintendent or designee shall ensure that the District's program provides all students with equal opportunities for instruction and participation regardless of gender, race or disabilities in accordance with law.

(cf. 0410- Nondiscrimination in District Programs and Activities)

(cf. 6011 – Academic Standards)

(cf. 6143 – Courses of Study)

The Physical Education program will build interest and proficiency in movement skills, encourage students' lifelong fitness through physical activity, and will design and evaluate a strong, cohesive and comprehensive physical education program for all students. The Board of Education shall adopt a Physical Education curriculum which encompasses the California Content Standards for Physical Education and the National Physical Education Standards. The District's program shall include a variety of kinesthetic activities including team and individual sports, lifetime sports and activities, gymnastics, as well as aesthetic movement forms, such as dance.

The overall course of study for grades 9-12 shall include the effects of physical activity upon human health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combative (EC 33352; 5 CCR 10060).

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted. The Board, Superintendent and designee will comply with all state laws and guidelines when approving courses for physical education. Ninth graders must take Freshman Physical Education class led by a credentialed physical education teacher. Independent study may be used to extend a student's education opportunities in physical education 10th-12th grade. Independent study may be used as an alternative instructional strategy, not an alternative curriculum nor as the exclusive means of course credit offerings for the physical education graduation requirement from a school as specified in the updated California Department of Education's *Independent Study Operations Manual* Students follow the same course of study as the District Physical Education Courses and meet the same academic standards as classroom-based students. Independent study students must adhere to *(EC sections 51222, 51225.3, 51241, and 60800* which requires all grade nine students to be tested in the state's physical performance test (FITNESSGRAM).

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6146.11 – Alternative Credits Toward Graduation)

(cf. 6158 – Independent Study)

The District's Physical Education program shall engage students in MVPA, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of MVPA that occurs during the physical education instructional program.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159- - Individualized Education Program)

(cf. 6164.6 – Identification and Education Under Section 504)

1. Schools will provide instruction and facilities/equipment to ensure that all students have the opportunity to participate in daily physical education/physical activity.
2. Schools will meet or exceed the PE minutes requirements
 - a. 1-6 200 minutes every 10 days
 - b. 6-8 400 minutes every 10 days
 - c. K-8 200 minutes every 10 days
 - d. 9-12 400 minutes every 10 days (exemptions may apply)

As per the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the National Association for Sport and Physical Education (NASPE) recommendation, the District shall make every effort to maintain recommended class size maximums in Physical Education (CCR, Title 5, Section 10060).

Physical Fitness Testing

During the months of February, March, April, or May, students in grades 5, 7, and 9 will undergo the physical fitness testing designated by the State Board of Education (*EC 60800; 5 CCR 1041*). Students with physical disabilities and students who are unable to participate in all of the testing tasks shall participate in as much of the physical fitness testing as their physical condition will permit. Summary information will be reported annually to physical education teachers and individual student reports of fitness will be distributed to parents twice a year (once by October 30th and the final by June 1st). Results will also be included in each school's SACRC reporting.

Tools to measure height, weight, heart rates and body composition may be made available to help students more accurately determine their health and fitness level.

Staffing

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 – Staff Development)

(cf. 5121 – Grades/ Evaluation of Student Achievement)

Program Evaluation

The Superintendent or designees shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the schools in compliance with the PE mandated minutes, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the District's program in meeting goals for physical activity and physical education.

(cf. 0500 – Accountability)

(cf. 6190 – Evaluation of the Instructional Program)

Health Services Activity Goals

The Superintendent or designee will seek out and establish community partnerships to provide mental and physical health services for the purpose of improving access to and removing barriers to healthcare for all students. The district will maintain and increase partnerships with school-based health providers to assist with providing equitable access to health care.

The district will seek opportunities to inform parents/guardians about the importance of vision screening, hearing screening, mental health, oral health, sexual health and prevention and management of chronic health conditions, such as Type II diabetes and obesity as they relate to overall health learning. The district shall encourage routine well-child visits as recommended for overall maintenance of good health and monitoring during the stages of childhood development. The district will ensure immunization compliance for all students as required by law.

The district will seek opportunities to provide education regarding the impact of stress on health and wellbeing, and support strategies for stress reduction for students. The district will ensure each student has access to a credentialed school nurse to receive health guidance.

The district will assist families, whenever possible, in securing access to health resources including Medi-Cal, Healthy Families Cover the Kids programs and community health providers. Resource referrals may include, but not be limited to, health clinics, dental providers, nutrition resources, emergency food lockers and emergency shelters, etc.

Nutrition Education, Nutrition Standards, and Healthy Eating

Nutrition Education

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.

The district's nutrition education and physical education programs shall be based on research, consistent with the expectations established in the state's curriculum frameworks and content standards, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education shall be provided as part of the education program and, as appropriate, should be integrated into academic subjects in the regular educational program. Nutrition education will also be offered through expanded learning programs.

All PK-12 students shall receive appropriate class time for nutrition education that is aligned with the California Content Standards. Nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors shall be integrated into the curriculum. Students shall receive consistent nutrition messages throughout the district, schools, classrooms, cafeterias, homes, community and media with coordination between the nutrition services staff and teachers.

Nutrition Curriculum and Promotion

The district's nutrition education curriculum will be evidence-based and aligned with the California Health Education Content Standards. The district promotes integrating nutrition education topics within the broader academic curriculum taught at every grade level; Pre-K-12. Schools strive to provide nutrition education and engage in nutrition promotion. The goal is for all students to possess the knowledge and skills necessary to make nutritious food choices. Nutrition education will be offered during the school day as well as in expanded learning programs. School staff coordinates with other agencies and community groups as necessary to provide opportunities for nutrition education and student projects related to nutrition.

Nutritional Standards on Campus

For all foods available on each campus during the school day, the district shall adopt nutritional guidelines, which are at a minimum compliant with federal and state law and support the promotion of student health and reducing childhood obesity.

School Meals

The Board believes that foods and beverages available to students at district schools should support the health curriculum and content standards on nutrition, as well as promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, student stores, vending machines, or other venues, shall meet or exceed state and federal nutritional standards.

In order to maximize the district's ability to provide nutritious meals and snacks, to the extent possible, all district schools shall participate in available federal child nutrition programs, including the National School Lunch and School Breakfast Programs and expanded learning snack and supper programs. When approved by the California Department of Education (CDE), the district may provide a summer meal program.

Meals Served Through Child Nutrition Programs

1. On an ongoing basis, meals will meet all meal pattern requirements established by local, state and federal statutes and regulations including nutrient content and age-appropriate portion sizes.
2. Meals will reflect good menu planning principles, such as serving a variety of healthy foods that look good, taste good and appeal to the cultural sensitivities of the school and community populations.
3. Meals will emphasize fresh fruits and vegetables, whole grains, fat-free and low-fat milk and milk products, and foods that meet the dietary specifications set forth by USDA.
4. Foods containing trans-fat foods will not be sold or provided to pupils on PK-12 campuses in effect from midnight though one-half hour after the end of the standard school day.

The Nutrition Services Department should engage students and parents, through taste tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, the NSD will share information about the nutritional content of meals with parents and students. Such information may be made available on menus, a website, on cafeteria menu boards, placards or other materials.

To ensure that all children have breakfast, either at home or at school, and in order to meet their nutritional needs and enhance their ability to learn, schools will, to the extent possible:

1. Operate the School Breakfast Program
2. Utilize methods to serve school breakfasts that encourage participation, including promotion of “grab-and-go” breakfast.
3. Notify parents and students of the availability of the School Breakfast Program.
4. Encourage parents to provide healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-Priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; promote the availability of school meals to all students; and/or promote nontraditional methods for serving school meals.

Sharing of Foods and Beverages

Students are discouraged from sharing foods or beverages with one another during meal or snack times, given concerns regarding food allergies, disease transmission and restrictions on some children’s diets. Any adult, or any child not enrolled in the school shall not eat from an enrolled child’s plate.

Meals Outside of the Foodservice Area

For this purpose, the Foodservice area is defined as any place on campus where food is served, sold and/or consumed. Meals offered in the National School Lunch Program and School Breakfast Program are intended to be consumed at school in a designated foodservice area during the established meal

service period. However, the District recognizes that with time limited lunch periods and increased amount of fruits and vegetables offered as part of the meals, some students may be inclined to save some items for consumption at a later time. For food safety reasons, this practice should be limited to only food items that do not require cooling or heating, such as whole fruit, a bag of baby carrots, or pre-packaged grain-based items.

Meal Times and Scheduling

Students perform better academically when well-nourished, and an important part of that nourishment is having sufficient time to eat. Principals are encouraged to identify ways to successfully address the issue of adequate meal times for their students. The California Department of Education recommends that each student has no less than 10 minutes for breakfast and no less than 20 minutes for lunch after being served. Schools, to the extent possible:

1. Should provide students with a minimum of 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch, regardless of scheduling before or after recess time.
2. Should schedule meal periods at appropriate times, e.g., lunch will be scheduled between 10 a.m. and 2 p.m.
3. Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.

Summer Food Service Program

When approved by the CDE, Nutrition Services department, will sponsor a Summer Food Service Program in coordination with SCUSD expanded learning programs.

Outside Food Sales in California Public Schools (Competitive Foods)

State law for Outside Food Sales includes all foods and beverages sold outside of federal meal programs by all entities including schools, parent and student organizations on school campus during school day. These laws pertain to food sold on campus from midnight through 30 minutes after the standard school day for 9-12th grade school sites; or the end of the site's expanded learning programming for all other grade level schools. Expanded learning programs will not sell foods before, during or after programming. This includes sales made through vending machines, cafeteria a la carte [snack] lines, and fundraisers.

However, athletic concessions at any grade level may be sold 30 minutes after the standard school day, and are excluded from the Competitive Foods requirements.

To assure compliance with state law, all Outside Food Sales by student organizations in areas not operated by the Nutrition Services Department are required to be reviewed by the school board or designated official prior to sale.

Refer to the California Department of Education's Competitive Foods Web page (<http://www.cde.ca.gov/ls/nu/he/compfoods.asp>) for additional tools and resources to determine compliance with competitive foods and beverages for any food sales, or fundraisers in SCUSD schools.

Evening and Community Events

The district promotes the availability of nutritious snacks at evening and community events on school grounds. This includes, but is not limited to, concessions at athletic events, dances and performances.

Vending

- All vending machines with student access must sell only compliant food and/or beverages.
- Outside vendor carts, trucks or vehicles are prohibited from locating within 400 yards from any school grounds
- All sales made through vending machines are subject to the criteria listed in the regulations referenced below.

Requirements for Outside Food Sales in California Public Schools

Food items **sold and served** outside federal meal programs during the school day, including fundraisers, shall meet the local, state and federal nutritional requirements as referenced in:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

- The term “sold” refers to any food or beverage provided to students on school grounds in exchange for money, coupons, or vouchers.
- The term “served” refers to any food or beverage provided to students on school grounds during celebrations, parties, instructional lessons, giveaway items, etc.
 - Outside foods not meeting local, state and federal nutritional requirements are allowable for pedagogical or educational purposes in so long as it is relevant to the course curriculum and syllabus. Such educational purposes may include, but are not limited to, ethnic studies and culinary arts courses.
- The nutritional requirements referenced in the state and federal regulations do not pertain to food brought from home for individual consumption.
- These state and federal requirements apply to all foods or beverages whether served or sold within the district.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving EK-8th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day, or expanded learning program; whichever is later, are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving EK-8th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers for **schools** serving EK-8th grade students to meet the state laws outlined in the state and federal regulations referenced above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day, and/or the end of the site's expanded learning program; whichever is later (this includes minimum days), and **applies** to food and beverage sales by student organizations.

Student organization sales must meet **all** of the following:

1. Water, with no additives including vitamins, minerals (e.g., electrolytes), stimulants (e.g., caffeine) and sweeteners, is the only approved beverage to be sold.
2. **One food item** per sale.
3. The sale must occur **after the lunch period** has ended.
4. The food or beverage item **cannot be prepared on campus**.
5. Each school may choose up to **four days** per year during which food and beverage from multiple student organizations may be sold (foods/beverages must still be compliant).
6. The food or beverage item cannot be the same item **sold in the food service program** at that school during the same school day.
7. Other than the 4 days (mentioned in #5 above), only one student organization may sell food or beverages to pupils on school campuses per day. No adult-run fundraisers, including parent or community organizations, private individuals or commercial entities, may sell food to pupils on school campuses. This includes, but is not limited to PTA, PTSA, or booster clubs.

Nutrition Requirements for Outside Food Service Sales in SCUSD: Schools Serving 9th - 12th Grade Students

The only foods and beverages served and sold to pupils on campus outside of the school meal program by all entities from midnight through one-half hour after the standard school day are those that meet all applicable state and federal rules found within:

Education Code sections 49430-49434

California Code of Regulations sections 15575-15578

California Code of Regulations sections 15500-15501

Code of Federal Regulations Section 210.11

Fundraising Activities for Schools Serving 9th - 12th Grade Students

The Superintendent or designee shall require all school, parent and pupil organizations involved in food sales and fundraisers to meet the state laws outlined in the state and federal regulations listed above, in addition to the California Code of Regulations listed below:

Effective from midnight to one-half hour after the standard school day and **applies ONLY** to food and beverage sales by student organizations.

1. Up to **three categories** of foods or beverages *may* be sold each day (e.g., chips, sandwiches, juices, etc.). The district will exceed the above federal and state nutrition standards by prohibiting the sale of any **electrolyte replacement beverages** (also known as sports/energy drinks) on school campus during the school day at all grade levels.
2. Only **one student organization** is allowed to sell each day.
3. Food(s) or beverage(s) **cannot be prepared on the campus**.
4. The food or beverage categories sold **cannot** be the same as the categories **sold in the food service program** at that school during the same school day.
5. In addition to one student organization sale each day, any and **all student organizations** may sell on the **same four designated days** per year. School administration may set these dates.
6. Only student organizations may sell food or beverages to pupils on school campuses from midnight through one half hour after the standard school day. No parents or community organizations, private individuals or commercial entities may sell food to pupils on school campuses during these hours. This includes, but is not limited to PTA, PTSA, or booster clubs.

The district Nutrition Services Department will make available a list of ideas for acceptable non-food fundraising activities on the following webpage: <http://www.scusd.edu/healthyfundraisers>.

Advertising and Promotion

School based marketing will be consistent with nutrition education and health promotion. The Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

Snacks and Suppers

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health with an emphasis on serving fruits and vegetables. Schools will assess if and when to offer snacks and/or suppers based on timing of school meals, length of program, children's nutritional needs, children's ages, and other considerations. Nutrition Services will offer snacks and/or suppers to eligible and CDE approved sites with expanded learning programs and will pursue receiving reimbursements through federal programs.

Rewards and Punishments

In consideration of dietary accommodations, food allergies, and to promote student wellness and empower parents and guardians to make decisions about what their children are eating, Sacramento City Unified School District employees, parent organizations and outside organizations shall not use any food or beverages as a reward, incentive, or punishment for academic performance or good behavior, nor withhold food or beverages including, food served through school meals, as punishment.

Physical activity during the school day and in expanded learning programs (including but not limited to recess, physical activity breaks, or physical education) will not be withheld or used as punishment.

Celebrations

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child, therefore classroom celebrations will strive to have non-food celebrations, and when food is included, will only offer healthy food that is non-allergenic to all students in that classroom. This food must be compliant with Competitive Foods regulations. The district website has a list of non-food and healthy celebration ideas.

Special Dietary Needs

Students with a food allergy or intolerance that substantially limits one or more major life activity is eligible for necessary food substitutions with appropriate documentation. See BP 5141.27 for additional information.

Farm to School

To the extent possible, and in accordance with the Buy American provision, the District is committed to sourcing local and California grown fruits, vegetables, dairy, bakery goods and other local ingredients to enhance the flavor and variety of all meals served in the school meal programs. Farm to school programs will enhance broader nutrition education opportunities that increase children's consumption of fresh, seasonal fruits and vegetables, whole grains, and other healthy foods.

Water

The school district will provide all students and employees with access to clean, safe, palatable drinking water free of charge at every district facility including cafeteria and eating areas, classrooms, hallways, play yards and athletic fields, and faculty lounges throughout the school day and at before- and after-school activities. Students will be allowed to bring drinking water from home and to take water into the classroom, provided that the water is in a capped container, such as a bottle, to prevent spills. All school administrators, teachers, and building staff will model drinking water and limit consumption of identifiable, sugar-sweetened beverages in front of students. The school district will perform maintenance on all water fountains regularly and as needed and will conduct periodic testing of all drinking water sources in each district facility. The test results will be made available in an easily accessible format (e.g., post on district website) with letters delivered to affected students and parents.

Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a Nutrition Services program, the District will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for all school nutrition professionals according to their levels of responsibility including child nutrition directors and managers.

Community Engagement in Healthy Eating

The District is committed to being responsive to community input. Recognizing the partnership between the district and the home, the district seeks to strengthen parents/guardians' understanding of student health by offering educational programs for parents/guardians, partnering with nonprofits and others who provide services to families within the SCUSD community, and supporting district and site staff offering help to students' families.

(cf. 6020 - Parent Involvement)

- Create a Wellness Committee including but not limited to parents/guardians, students, school food service professionals, school administrators, Board representatives, School Health Professionals and members of the public to develop updates for the district wellness policy related to student wellness.
- The District will involve families and the community in wellness-related activities and programs such as health fairs and physical activity classes for parents and community members.
- District will communicate with parents/guardians through a district health and wellness newsletter, website, or other methods to showcase resources, highlight policy development and implementation, and provide opportunity for input.
- Provide copies of working drafts of district policy to parents/guardians in an understandable and uniform format, in a language the parents/guardians can understand.
- Collaborate with community partners to provide technical assistance and training to school administration, staff and parents/guardians regarding policy implementation related to nutrition and nutrition education, physical activity and physical education, behavioral and mental health, and staff health and wellness.
- Provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

School Gardens

The district recognizes that school gardens can improve student health and wellness, instill the value of healthy eating, increase physical activity, improve student achievement, and create highly engaging, interactive, and hands-on learning environments. The district supports the use of school gardens as a hands-on teaching environment to enliven standards-based curriculum and provide tangible ways for parents and families to contribute to the school community.

The district shall make every effort to establish a school garden program (in-ground, raised bed, container, nearby park, community garden, farm, or lot) for each school site of sufficient size to provide students with experiences in planting, harvesting, preparing, serving, and tasting foods.

Garden programs should integrate hands-on, outdoor experiences into core curriculum for math, science, social studies, language arts, and nutrition/health education at all grade levels. Garden programs shall collaborate with SCUSD Nutrition Services in accordance with state and federal law to reflect seasonal and local foods in school meals.

Garden program coordinators (volunteer or paid) and Buildings and Grounds staff will work collaboratively to ensure compliance with established protocols, and they will also work with district leaders to insure the proper forms are completed before conducting any major work renovations or hosting any events in the garden.

Pesticides, herbicides, insecticides, and other synthetic chemicals shall not be used within any school garden unless a reasonable effort has been made to reduce contamination and drift of any potentially harmful chemicals within 25 feet of any school garden as outlined by California Certified Organic Farmers. Some possible exceptions, including, but not limited to, the use of synthetic chemicals for the purpose of painting adjacent structures or eradicating invasive plants when other means have proven ineffective. Garden beds, crops, compost and other vital areas of the garden shall be completely covered if the use of said chemicals must be used within the 25-foot boundary of any school garden. Synthetic chemicals used outside the 25-foot boundary should be applied at a time of low wind and little chance of rain in order to minimize potential contamination.

Mental Health and Wellness

The Superintendent or designee will actively seek to develop district capacity and community partnerships that will provide students in grades Pre-K-12 with access to mental health services. Professional staff will be available to provide early detection and appropriate referral for mental health assessments and treatments for students when indicated. Professional staff development will be provided regarding early detection and referral for mental health supports.

Mental health services are provided to improve students' mental, emotional and social health. These services may include individual and group assessments that may drive interventions and referrals. Professionals such as credentialed school social workers, school counselors, psychologists will strive to provide assessment and consultation that contribute to the health of students and to the overall health of the school environment.

(cf. 5020 - Parents Rights and Responsibilities)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School-Based Health and Social Services)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.4 - Anti-bullying)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 1020 Youth Services)
(cf. 6164.2 Guidance/Counseling Services)

Employee Wellness Activity Goals

The Board recognizes that the success of district students and programs hinges on effective personnel. The Board shall actively support staff wellness by establishing safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

(cf. 4000-Concepts and Roles)

- The work environment will support wellness in both the physical environment and the workplace climate.
- Staff will have access to physical and mental health assessments and resources.
- Staff will have opportunities for physical activity.
- Food and beverages served, sold or otherwise made available to staff, are encouraged to comply with district nutrition standards.
- Staff will be encouraged to model this policy and other aspects of healthy behavior in the workplace.

The Board will support a coordinated program of wellness and health promotion services as specified in Board policies and addressing primary prevention, risk reduction, chronic disease management and an employee assistance program for staff. Further, the Board will make every effort to collaborate with community-based organizations and coalitions to bridge and augment school district resources in order to promote wellness, provide direct mental and/or physical health care services and opportunities for health education of staff.

The Board recognizes the powerful influence that district staff and other adults have on the health and well-being of students. To that end, the Board encourages staff to take every opportunity to model health and wellness behaviors for students. School staff leads by example in promoting healthy food or beverage items in the classroom and avoiding food and beverage options that do not support the wellness policy. Further, the Board also encourages the participation of parents/guardians and other community members in promoting the health and wellness of students.

Health and Safe Environment Activity Goals

A healthy social and psychological education environment is one that fosters positive and engaging educational experiences for students, is broad and flexible, promotes caring relationships, and values youth as a resource who can work with adults in the creation of a healthy environment (such as: edible

landscape, school gardens, and orchards, etc.). Its goal is to increase youth's sense of connectedness to school.

The Superintendent or designee will ensure that a healthy educational environment, considering both physical and psychological aspects, exists in all facilities. To ensure student safety, appropriate supervision shall be provided in cafeterias and school grounds. Rules for safe behavior shall be emphasized and consistently enforced.

A healthy physical environment includes physical safety; good air; access to fresh, no-cost, drinking water throughout the day; and access to restrooms with hot and cold running water, soap, disposable towels and/or hand dryers, proper trash and sanitary containers. Implementation of appropriate cleaning practices and properly operating heating and ventilation systems are required. Ensure each school site has access to well-maintained play areas, hard court and natural and/or grass fields. Each school site and facility will meet current ADA regulations and take steps for corrections as necessary. Yearly reviews of each site will be conducted by the Facilities/Maintenance Department.

The Superintendent or designee will ensure proper review and use of cleaning agents, sprays or fertilizers, and that mandated and timely notification is provided at all facilities before herbicides, insecticides, fertilizers, and other sprays are used. Preference will be given to the least toxic chemicals available per regulations.

Daily air quality forecast are encouraged to be displayed in a prominent area at each school site along with highly-accessible information about the air quality categories.

Staff Development in Health and Safe Environment Goals

The Superintendent or designee will encourage professional staff development in topics such as substance abuse prevention, school safety and violence prevention, youth development initiatives, character education, dropout prevention, services for students with disabling conditions, service e-learning, expanded learning programs, as well as school improvement initiatives. School staff are encouraged to participate in training on how to reduce student gang involvement. All staff with a high potential for contact with blood borne pathogens will attend a yearly training. All staff will be provided child abuse training yearly which includes mandated reporting and prevention of sexual abuse.

Student, Family, and Community Involvement Activity Goals

The district will address health and safety issues in partnership with students, parents/guardians and community members by providing workshops on health and safety issues and actively seeking input for policy development and program design. The district will collaborate with school sites to ensure that students, parents/guardians and community members are consistently well-informed regarding health messages, food safety standards, and other laws, regulations and services concerning health issues. This

communication will be accomplished through district and school websites, newsletters, eConnection, Connect-Ed, handouts and other communication tools.

To encourage participation from students, parents/guardians and community members, staff will invite and inform students, parents/guardians and community members through a variety of avenues including, but not limited to, Student Advisory Councils, School Site Council meetings, Parent Teacher Associations, Parent Teacher Organizations, English Learner Advisory Committee, and the district English Learner Advisory Committee. Outreach efforts will emphasize the strong connection between student health and academic performance, including the key components of regular physical activity and good nutrition, both at school and at home. To further enhance the importance of health and wellness, the district will collaborate with local health organizations to provide opportunities, services, nutrition education, parenting classes, and parent involvement workshops to students, parents/guardians, and community members.

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide resources for healthy eating and cooking for parents and provide nutrient analyses of school menus. Schools should encourage parents to refrain from sending beverages and foods that do not meet the above nutrition standards. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Program Implementation and Evaluation

An accountability plan will be developed in accordance with this policy and the outcomes will be monitored by staff and shared periodically with the SCUSD community. ([42 USC 1758b](#))

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee as outlined in a subsequent Administrative Regulation that accompanies this policy and outlines such accountability measures.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA Administrative Review (AR) findings and any resulting changes.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

(cf. 0500 - Accountability)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 4000 - Concepts and Roles)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4032 - Reasonable Accommodation)
(cf. 4115 - Evaluation/Supervision)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4140/4240 - Bargaining Units)
(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 4157.2/4257.2/4357.2 - Ergonomics)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 4161/4261 - Leaves)
(cf. 4161.1/4261.1 - Personal Illness/Injury Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)
(cf. 4215 - Evaluation/Supervision)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4315 - Evaluation/Supervision)
(cf. 4361 - Leaves)
(cf. 4361.1 - Personal Illness/Injury Leave)
(cf. 5131.62 - Tobacco)

U.S. Department of Agriculture (USDA) nondiscrimination statement for child nutrition program participants

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and Teletypewriter [TTY]) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> (PDF), from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. fax:
833-256-1665 or 202-690-7442; or
3. email:
Program.Intake@usda.gov

This institution is an equal opportunity provider.

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
49490-49494 School breakfast and lunch programs
49500-49505 School meals
49510-49520 Nutrition
49530-49536 Child Nutrition Act
49540-49546 Child care food program
49547-49548.3 Comprehensive nutrition services
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51796.5 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 National School Lunch Program, especially:

1758b Local wellness policy

1771-1791 Child Nutrition Act, including:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Physical Education and California Schools, Policy Brief, rev. October 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

Healthy Children Ready to Learn: A White Paper on Health, Nutrition, and Physical Education, January 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

National School Boards Association: <http://www.nsba.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Draft Revisions: March 2025

Adopted: April 10, 2025 Sacramento, California

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- [1] Bradley B, Green AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5): 523-532.
- [2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989; 143(10):1234-1239.
- [3] Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.
- [4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998; 152(9):899-907.
- [5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S-813S.
- [6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzler JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005; 105(5):743-7670, quiz 761-762.
- [7] Taras H. Nutrition and student performance at school. *Journal of School Health*. 2005; 75(6):199-213.
- [8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141-144.
- [9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12-20.
- [10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996; 25(5):497-505.
- [11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
- [12] Singh A, Uijtendwillighe L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.
- [13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9):e107031.
- [14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4):e1063-1071.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1h

Meeting Date: April 10, 2025

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): Graduation Outcomes, Academic Outcomes, and Welcoming and Safety Outcomes

Documents Attached:

1. Certificated Personnel Transactions Dated April 10, 2025
2. Classified Personnel Transactions Dated April 10, 2025

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer and Lead Negotiator

Approved by: Lisa Allen, Superintendent

Attachment 1: CERTIFICATED 4/10/2025

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
LEAVES							
MAES	ELIJAH	B	Teacher, High School	ROSEMONT HIGH SCHOOL	3/22/2025	3/28/2025	EXT LOA (PD) 3/22-3/28/25
CARAMANOFF	NICHELE	A	Teacher, Elementary	PACIFIC ELEMENTARY SCHOOL	3/19/2025	4/23/2025	EXT LOA (PD) 3/19-4/23/25
WILKINS	MALERIE	0	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	3/3/2025	6/13/2025	LOA (PD) 3/3-6/13/25
SEPARATE / RESIGN / RETIRE							
WILKINS	MALERIE	0	Teacher, Elementary	CESAR CHAVEZ INTERMEDIATE	3/3/2025	6/13/2025	SEP/RESIGN 6/13/25

Attachment 2: CLASSIFIED 4/10/2025

NameLast -----	NameFirst -----	JobPerm -----	JobClass -----	PrimeSite -----	BegDate -----	EndDate -----	Comment -----
EMPLOY/ REEMPLOY							
CADENA	JENNIFER	B	IEP Desig Inst Para-Sp Ed	SPECIAL EDUCATION DEPARTMENT	3/10/2025	6/30/2025	EMPLOY PROB 3/10/25
LEAVE							
STOWERS	DANIEL	A	School Plant Ops Mngr I	SEQUOIA ELEMENTARY SCHOOL	3/4/2025	3/30/2025	EXT LOA (PD) FMLA/CFRA 3/4-3/30/25
STOWERS	DANIEL	A	School Plant Ops Mngr I	SEQUOIA ELEMENTARY SCHOOL	3/31/2025	6/30/2025	LOA RTN 3/31/25



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1i

Meeting Date: April 10, 2025

Subject: Approve Adoption of Instructional Materials for AP African American Studies

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

Division: Academic Office, Curriculum & Instruction Department, Advanced Placement Program, History/Social Science Department.

Recommendation: Approve recommended materials for adoption for use in AP African American Studies classes in the 25-26 school year.

Background/Rationale:

AP African American Studies will be offered for the first time in SCUSD in the 25-26 school year as an elective history class. As of this board meeting, it is currently projected to be taught at two comprehensive high schools (CK McClatchy & Rosemont) based on student requests. In SCUSD, all AP History/Social Science courses are open access with no prerequisites, corequisites, or entrance applications. No SCUSD student, regardless of economic status, is required to pay for AP Exam participation, and all AP students are automatically registered to take the corresponding AP Exam for their AP course enrollments.

AP African American Studies, developed by The College Board was initially piloted in the 2022-2023 school year at 60 pre-selected schools with an official nationwide launch in the 2024-25 school year. To demonstrate content mastery, students complete both an individual research project and participate in an end of course exam.

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.

SCUSD History/Social Science teachers, including those who will be teaching AP African American Studies, met with Curriculum & Instruction/AP Department facilitation to review currently available instructional materials and to collaboratively make a selection.

Materials being reviewed for consideration have been on display in the upstairs lobby at Serna throughout the review process, with access for community members to provide insights and input for the selection committee.

As a result of this collaborative deliberation, the committee unanimously recommends the adoption of

- Butler, et al. Freedom on My Mind: A History of African Americans with Documents for the AP Course. 3rd Ed. BFW Publishers, 2025. ISBN: 9781319579821 with online Achieve Platform (6-year adoption)

Financial Considerations:

Freedom on My Mind: A History of African Americans, with Documents for the AP Course, 3rd Ed., 2025, BFW with 6-years online access on Achieve Platform \$10,078

LCAP Goal(s):

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 5: Engagement/Empowerment

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 7: Update the District's Graduate Profile

Goal 8: Basic Services and Districtwide Operations/Supports

Goal 9: Focus on Students with Disabilities

Goal 10: Focus on Homeless Youth

Goal 11: Focus on Foster Youth

Documents Attached:

AP African American Studies Course at at Glance
BFW Price Quote

Estimated Time of Presentation: N/A

Submitted by: Yvonne Wright, Chief Academic Officer,
Erin Findley, Assistant Superintendent of Curriculum & Instruction
Ashley Alexander, Director III Humanities & Literacy
Kari Lofing, Coordinator III, AP Programs
Julie Law-Marin, Coordinator II, History-Social Science

Approved by: Lisa Allen, Superintendent



AP[®] African American Studies

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP African American Studies Course Overview

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills.

RECOMMENDED PREREQUISITES

There are no prerequisites for AP African American Studies. Students should be able to read college-level texts and express themselves clearly in writing.

AP African American Studies Course Content

The course content is organized into thematic units that have been arranged in a chronological sequence frequently found in college courses. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement.

- **Unit 1:** Origins of the African Diaspora
- **Unit 2:** Freedom, Enslavement, and Resistance
- **Unit 3:** The Practice of Freedom
- **Unit 4:** Movements and Debates

In addition, the following themes serve as the connective tissue of the course, enabling students to create meaningful connections across units. Revisiting the themes and applying them in a variety of contexts helps students develop deeper conceptual understanding:

- **Theme 1:** Migration and the African Diaspora
- **Theme 2:** Intersections of Identity
- **Theme 3:** Creativity, Expression, and the Arts
- **Theme 4:** Resistance and Resilience

Course Skills

The AP African American Studies skills describe what students should be able to do while exploring course topics and examining sources. These skills are embedded and spiraled throughout the course, providing recurring opportunities for students to develop and practice these skills and then transfer and apply the skills in their course work and on the AP Exam.

- **Applying Disciplinary Knowledge**
 - ◆ Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).
- **Source Analysis**
 - ◆ Evaluate written and visual sources and data (including historical documents, literary texts, music lyrics, works of art, material culture, maps, tables, charts, graphs, and surveys).
- **Argumentation**
 - ◆ Develop an argument using a line of reasoning to connect claims and evidence.

AP African American Studies Exam Structure

AP AFRICAN AMERICAN STUDIES EXAM: 2 HOURS, 45 MINUTES

Assessment Overview

The AP African American Studies Exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is 2 hours and 45 minutes long and includes 60 multiple-choice questions, one exam day validation question, and four free-response questions.

Format of Assessment

Section I: Multiple-Choice

60 Questions | 70 Minutes | 60% of Exam Score

- The multiple-choice questions appear in sets of three or four questions. Each set includes one or two sources which serve as stimulus material for the questions in the set.
- Up 50% of the multiple-choice questions will be drawn from required sources in the course framework. The remaining sources will be related to required course content but will not be sources that students will have directly studied as required content in the course.

Section IB: Individual Student Project: Exam Day Validation Question

1 Question | 10 Minutes | 1.5% of Exam Score

- On exam day, students answer a project validation question which presents them with the opportunity to respond in writing to one of the project oral defense questions.

Section II: Free-Response

4 Questions | 85 minutes | 30% of Exam Score

- The second section of the Exam includes three short-answer questions and one document-based question.
- Two of the short-answer questions will be based on a source (one of the questions will be based on a text; one of them will be based on a visual). The third short answer question is not based on a source.
- The document-based question presents students with five documents offering various perspectives on a historical development or process.

Individual Student Project: 8.5% of Exam Score

- Students explore four related sources on a topic of their choice and then present and defend their analysis of those sources.
- The Individual Student Project is scored by the student's teacher using the rubric provided by the AP Program.

Exam Components

Sample Multiple-Choice Question



Which of the following best captures the significance of Mansa Musa of the Mali Empire as depicted on the map?

- (A) His royal dress and display of wealth in gold had a widespread impact on African and Middle Eastern fashions and cultures.
- (B) His portrayal conveyed the importance of West African empires in global exchange networks.
- (C) His dominance caused trade to redirect from trans-Saharan routes toward the Atlantic Coast.
- (D) His depiction with foreign merchants demonstrated his territorial expansion to regions in Europe.

Sample Free-Response Question

Short-Answer Question, No Source

Students must respond to parts A, B, and C.

- (A) African Americans are part of the larger African diaspora. While African Americans define their experiences as distinct from those of Africans, the idea of an African diaspora has influenced Afro-descended communities throughout the Americas. Describe one specific example of a freedom movement or practice that has been influenced by the idea of an African diaspora.
- (B) Using a specific example of a work of art, piece of literature, or music, explain how African American artistic expression emerged in response to, or in celebration of, the idea of an African diaspora.
- (C) Explain how connections to the African diaspora have shaped the lives of Afro-descended communities.

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Created Date	3/7/2025	Phone	(845) 337-8286
		Email	ktorres@bfwpub.com
Contact Name	Kari Lofing	Phone	(916) 643-2348
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Itemized Products

ISBN	EAN	Product	Edition	Author	Line Item Description	Sales Price	Quantity	Total Price
1319579825	9781319579821	Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course	3	Alysha Butler;Rachel Williams-Giordano;Deborah Gray White;Mia Bay;Waldo Martin, Jr.		USD 120.98	60.00	USD 7,258.80
1319595618	9781319595616	Achieve for Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course (Six-Use Online; Add-On)	3	Alysha Butler;Rachel Williams-Giordano;Deborah Gray White;Mia Bay;Waldo Martin, Jr.	Package Price	USD 39.00	60.00	USD 2,340.00

Itemized Product Total: USD 9,598.80

Free Product: Please include in your PO:

ISBN	EAN	Free Product	Edition	Author	Line Item Description	Net Price	Quantity	Your Price
1319595782	9781319595784	Test Bank for Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course (Online Only)	3	Alysha Butler;Rachel Williams-Giordano;Deborah Gray White;Mia Bay;Waldo Martin, Jr.	Online	USD 495.98	2	\$0.00
1319607101	9781319607104	Teacher's Edition with Online Teacher Resources for Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course	3	Alysha Butler;Rachel Williams-Giordano;Deborah Gray White;Mia Bay;Waldo Martin, Jr.		USD 495.98	2	\$0.00

Total Available for Purchase USD 0.00

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Shipping Location Continental US and Puerto Rico

Shipping Fees:	USD 479.94
Special Shipping Fees:	USD 0.00
Total Shipping Fees:	USD 479.94

Grand Totals

Itemized Products + Shipping Fees: USD 10,078.74

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1j

Meeting Date: April 10, 2025

Subject: Approve Adoption of Instructional Materials for International Baccalaureate (IB) courses at Umoja International Academy and Luther Burbank High School

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

Division: Academic Office, Curriculum & Instruction Department, Advanced Placement Program.

Recommendation: Approve recommended materials for adoption for use in IB classes in the 25-26 school year.

Background/Rationale:

The International Baccalaureate (IB) Diploma Program (DP) is available at Luther Burbank High School, as a learner pathway, and at Umoja International Academy as the culmination of their Middle Years to Diploma Program instructional model. Participation in the IB DP requires students to register for a specific course sequence ensuring that their courses are aligned with SCUSD Grad Requirements, A-G readiness, and the IB DP program requirements. Each course culminates in an end of course exam to demonstrate content mastery. No SCUSD student, regardless of economic status, is required to pay for IB Exam participation, and all IB students are automatically registered to take the corresponding IB Exam for their IB course enrollments.

To ensure that students are adequately prepared to participate in their IB exams, it is vital that they and their teachers have access to the most closely aligned instructional materials. There is only one publisher, available in the United States, who develops these materials – Oxford University Press.

SCUSD IB Site Coordinators after consultation with their IB course teachers met, with Curriculum & Instruction/AP Department facilitation, to review currently available

instructional materials and to collaboratively make a selection of appropriate materials aligned with exam expectations for the 2025-2026 school year.

As a result of this collaborative deliberation, the committee unanimously recommends the adoption of

For use in the Diploma Core Seminar Class for Extended Essay:

- Lekanides, Oxford Resources for IB DP Extended Essay: Course Book, 2025, Oxford University Press with Kerboodle Digital Access (6 years)
ISBN: 978-1382060592

For use in IB Visual Arts HL & SL Classes:

- Katz, Paterson and Poppy, Oxford Resources for IB DP Visual Arts: Course Book, 2025, Oxford University Press with Kerboodle Digital Access (6 years)
ISBN: 978-1382060660

For use in IB Environmental Science & Society:

- Williams and Rutherford, Oxford Resources for IB DP Environmental Systems and Societies, 2024, Oxford University Press with Kerboodle Digital Access (6 years)
ISBN: 978-1382044011

Financial Considerations:

Course Books \$18,583.53

Kerboodle \$4,654.47

LCAP Goal(s):

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 5: Engagement/Empowerment

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 7: Update the District's Graduate Profile

Goal 8: Basic Services and Districtwide Operations/Supports

Goal 9: Focus on Students with Disabilities

Goal 10: Focus on Homeless Youth

Goal 11: Focus on Foster Youth

Documents Attached:

IB Visual Studies Course at a Glance

IB Environmental Systems & Societies Course at a Glance

IB Extended Essay at a Glance

Oxford University Press Price Quotes

Estimated Time of Presentation: N/A

Submitted by: Yvonne Wright, Chief Academic Officer,
Erin Findley, Assistant Superintendent of Curriculum & Instruction
Kari Lofing, Coordinator III, AP Programs

Approved by: Lisa Allen, Superintendent

International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Standard level

First assessments 2016

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

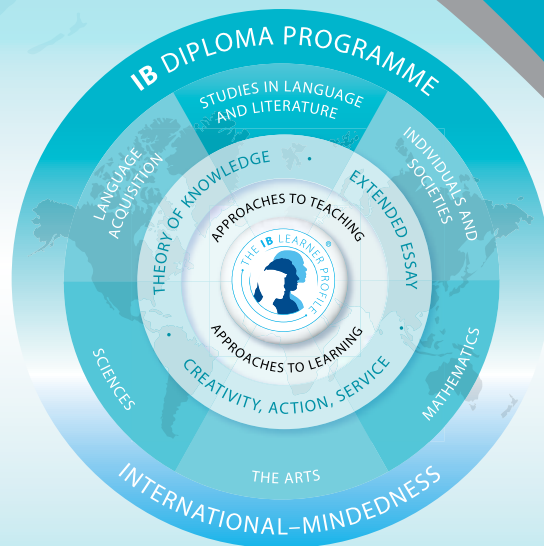
To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate three key course components.

I. Course description and aims

II. Curriculum model overview

III. Assessment model



I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

II. Curriculum model overview

Component	Recommended teaching hours
Visual arts in context <ul style="list-style-type: none"> • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks. 	50

<p>Visual arts methods</p> <ul style="list-style-type: none"> • Look at different techniques for making art. • Investigate and compare how and why different techniques have evolved and the processes involved. • Experiment with diverse media and explore techniques for making art. • Develop concepts through processes informed by skills, techniques and media. • Evaluate how their ongoing work communicates meaning and purpose. • Consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences. 	50
<p>Communicating visual arts</p> <ul style="list-style-type: none"> • Explore ways of communicating through visual and written means. • Make artistic choices about how to most effectively communicate knowledge and understanding. • Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept. • Select and present resolved works for exhibition. • Explain the ways in which the works are connected. • Discuss how artistic judgments impact the overall presentation. 	50

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
 - Identify various contexts in which the visual arts can be created and presented
 - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
 - Recognize the skills, techniques, media, forms and processes associated with the visual arts
 - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
 - Express concepts, ideas and meaning through visual communication

- Analyse artworks from a variety of different contexts
 - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
 - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
 - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
 - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
 - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
 4. Select, use and apply a variety of appropriate skills and techniques
 - Experiment with different media, materials and techniques in art-making
 - Make appropriate choices in the selection of images, media, materials and techniques in art-making
 - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
 - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> • 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists • A list of sources used 	20
Process portfolio	<ul style="list-style-type: none"> • 9–18 screens which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities 	40
Internal		40
Exhibition	<ul style="list-style-type: none"> • A curatorial rationale that does not exceed 400 words • 4–7 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork 	40

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International Baccalaureate Diploma Programme Subject Brief

The arts:

Visual arts—Higher level

First assessments 2016

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP, students develop skills from five ATL categories: thinking, research, social, self-management and communication.

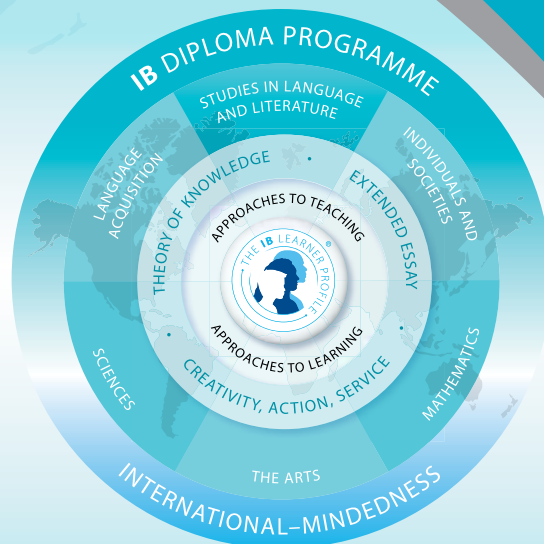
To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate three key course components.

I. Course description and aims

II. Curriculum model overview

III. Assessment model



I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

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1. enjoy lifelong engagement with the arts
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6. develop perceptual and analytical skills.

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7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

II. Curriculum model overview

Component	Recommended teaching hours
<p>Visual arts in context</p> <ul style="list-style-type: none"> • Examine and compare the work of artists from different cultural contexts. • Consider the contexts influencing their own work and the work of others. • Make art through a process of investigation, thinking critically and experimenting with techniques. • Apply identified techniques to their own developing work. • Develop an informed response to work and exhibitions they have seen and experienced. • Begin to formulate personal intentions for creating and displaying their own artworks. 	80

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Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
 - Identify various contexts in which the visual arts can be created and presented
 - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
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- Analyse artworks from a variety of different contexts
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 - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
 - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
 4. Select, use and apply a variety of appropriate skills and techniques
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 - Make appropriate choices in the selection of images, media, materials and techniques in art-making
 - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
 - Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> • 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists • 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined • A list of sources used 	20
Process portfolio	<ul style="list-style-type: none"> • 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities 	40
Internal		40
Exhibition	<ul style="list-style-type: none"> • A curatorial rationale that does not exceed 700 words • 8–11 artworks • Exhibition text (stating the title, medium, size and intention) for each artwork 	40

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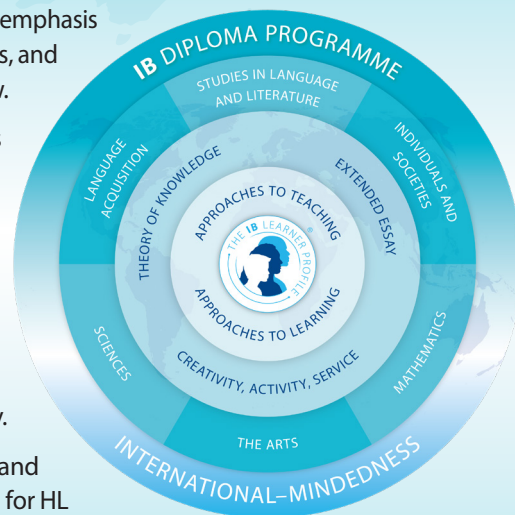
Environmental systems and societies

First assessment 2026

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



I. Course description and aims

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.

ESS aims to empower and equip students to:

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

II. Curriculum model overview

The ESS course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges.

The ESS course engages students and teachers with a conceptual approach. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course. These concepts are given special focus within the foundation's unit.

Students at SL and HL share the following:

- the study of a concept-based syllabus
- a course which promotes holistic thinking about environmental issues and their solutions
- a foundations unit which introduces and explores the three concepts: perspectives, systems and sustainability
- one piece of internally assessed work, the internal assessment (IA)
- the collaborative sciences project.

The SL course provides students with a fundamental understanding of environmental studies and experience of the associated concepts and skills. The HL course requires students to extend their knowledge and understanding of the subject, exploring the complexity of issues with additional breadth and depth, providing a solid foundation for further study at university level.

The foundations unit is designed to be the starting point for both standard and higher level courses. Other topics contain additional HL content, which provide both greater breadth and depth. The SL course has a recommended 150 teaching hours and the HL course 240 hours. This difference is reflected in the additional content studied by HL students.

The HL course has three HL only lenses—environmental law, environmental and ecological economics, and environmental ethics. The conceptually more demanding HL lenses allow for far more sophisticated processing and balanced viewpoints. The additional HL content requires the student to make more connections between diverse areas of the syllabus, resulting in increased networked knowledge and a comprehensive understanding of the complexities of environmental issues as well as possible strategies, solutions and management. HL students are required to demonstrate critical evaluation and to synthesize material in the core content (common to both SL and HL), HL extension material and HL lenses, facilitating a more complete view of a problem with analysis at greater breadth and depth.

Syllabus component	Recommended teaching hours	
	SL	HL
Syllabus content	100	190
Topic 1 Foundation	16	
1.1 Perspectives	3	
1.2 Systems	5	
1.3 Sustainability	8	
Topic 2 Ecology	22	35
Topic 3 Biodiversity and conservation	13	26
Topic 4 Water	12	25
Topic 5 Land	8	15
Topic 6 Atmosphere and climate change	10	23
Topic 7 Natural resources	10	18
Topic 8 Human populations and urban systems	9	15
Higher level (HL) lens		
HL.a Environmental law		5
HL.b Environmental and ecological economics		7
HL.c Environmental ethics		5
Experimental programme	50	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

Skills in the study of environmental systems and societies

The skills and techniques students must experience through the course are encompassed within the tools. These support the application and development of the inquiry process in the delivery of the ESS course.

Tools

- Experimental techniques
- Mathematics
- Technology
- Systems and models

Inquiry process

- Inquiring and designing
- Collecting and processing data
- Concluding and evaluating

Teachers are encouraged to provide opportunities for students to encounter and practise the skills throughout the programme. Rather than being taught as stand-alone topics, these skills should be integrated into the teaching of the syllabus when they are relevant to the syllabus topics being covered.

III. Assessment model

There are four assessment objectives for the DP ESS course. Having studied the course, students are expected to demonstrate the following assessment objectives.

Assessment objective 1

Demonstrate knowledge and understanding of relevant:

- terminology, facts, and concepts
- methodologies and techniques
- perspectives and worldviews.

Assessment objective 2

Apply this knowledge and understanding in the analysis of:

- explanations, concepts, and theories
- primary and secondary data and models
- case studies and examples
- arguments and values.

Assessment objective 3

Evaluate, justify, and synthesize, as appropriate:

- explanations, concepts, theories, and models
- arguments and proposed solutions
- methods of fieldwork and investigation
- political, economic, ethical and sociocultural contexts of issues.

Assessment objective 4

Investigate sustainability issues at the local or global level through:

- identifying an appropriate environmental issue and research question for investigation
- selecting and demonstrate the use of appropriate methods and skills to carry out insightful and ethical investigations into environmental issues.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade %
		SL	HL	
External		3.0	4.5	75 (SL)
				80 (HL)
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory.	1.0	2.0	25 (SL)
				30 (HL)
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice.	2.0	2.5	50 (SL/HL)

Internal		10	25 (SL)
			20 (HL)
Individual investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10	25 (SL)
			20 (HL)

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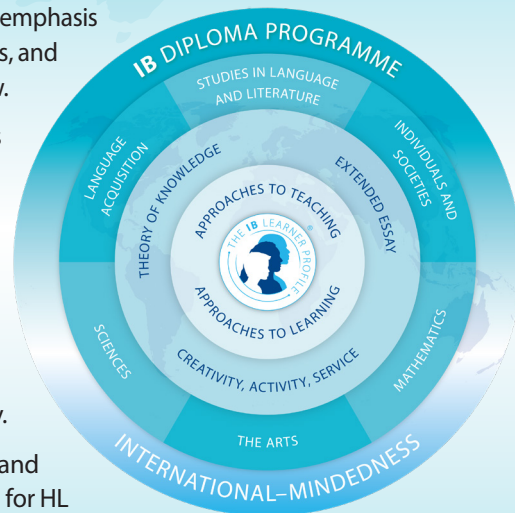
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I. Course description and aims

The extended essay, a component of the DP core, is a compulsory, externally assessed piece of independent research, presented as a formal piece of academic writing. It is an in-depth study of a focused topic, undertaken either through a subject-focused approach, or an interdisciplinary approach combining two DP subjects.

Students choose from the list of available Diploma Programme subjects for the examination session in question. For those taking the diploma this is normally one of the student's six selected subjects, or two in the case of the interdisciplinary pathway. Students can also choose a topic in which they have some background knowledge.

The EE is intended to promote academic research and writing skills. It gives students the opportunity to engage in personal research on their own choice of topic, under the guidance of a supervisor (an appropriately qualified member of staff within the school). Students produce a significant piece of appropriately presented and structured writing, in which their ideas and findings are communicated in a coherent, reasoned manner that is suitable for the chosen subject(s).

The extended essay aims are to enable students to:

- experience the excitement of intellectual exploration
- engage in student-led academic research on a topic of personal interest
- develop skills in research, thinking, self-management, and communication
- reflect on the learning experience of producing an extended essay.

II. Overview of the extended essay process

The research process

The research process involves the following steps, though the order may unfold differently for different students.

- Choose a broad topic then refine and focus it.
- Decide the appropriate pathway: interdisciplinary or subject-focused.
- Choose the approved DP subject(s).
- Undertake some preparatory reading.
- Form a well-focused research question.
- Plan the research and writing process.
- Plan a structure for the essay. This may change as the research develops.
- Carry out the research.

Writing and formal presentation

The required elements of the final submission are as follows.

- Title page
- Contents page
- Introduction
- Body of the essay
- Conclusion
- References and bibliography

The upper limit of 4,000 words includes the introduction, body, conclusion and any quotations.

Reflection process

Reflection is the process by which students recapture their experience and think about its impact on them as learners. This includes how they envisage applying what they have learned to other circumstances, including future studies, career, or life in general. To assist students with this, there are three mandatory, formal reflection sessions with the supervisor.

The reflection sessions also give students the opportunity to:

- reflect on their engagement with the research process
- consider the effectiveness of their choices
- re-examine their ideas and decide whether changes are needed.

The final reflection session is the viva voce, a short interview (10–15 minutes) between the student and the supervisor. The viva voce serves to check academic integrity, reflect on successes and difficulties, and think about what has been learned.

Reflective thinking is recorded as a 500-word reflective statement. The student writes the statement at the end of the extended essay process and includes it on the Reflection and progress form (RPF). The form also notes the student's attendance at each reflection session.

III. Assessment model

The extended essay, whether subject-focused or interdisciplinary, is assessed against common criteria.

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives

Know and understand	<ul style="list-style-type: none"> To demonstrate knowledge and understanding of the topic chosen and the research question posed. To demonstrate knowledge and understanding of terminology and concepts. To demonstrate knowledge and understanding of relevant research methods.
Apply and analyse	<ul style="list-style-type: none"> To apply relevant research methods to respond to the research question. To analyse the research to determine appropriate findings.
Synthesize and evaluate	<ul style="list-style-type: none"> To discuss in a balanced way the significance of the research findings. To develop a clear line of argument that links the research question, research findings, and conclusions. To evaluate the effectiveness of the essay. To evaluate the extended essay learning experience and reflect on the growth of the learner.
Communicate research	<ul style="list-style-type: none"> To communicate research according to appropriate structural conventions. To understand and demonstrate academic integrity.

Assessment at a glance

Assessment criteria	Guiding question
Framework for the essay	Do the research question, research methods, and structural conventions followed provide an effective framework for the essay?
Knowledge and understanding	Does the student demonstrate knowledge and understanding of the subject matter being used in their research?
Analysis and line of argument	Does the student analyse the information presented in the essay and produce a line of argument?
Discussion and evaluation	Does the student discuss the findings and evaluate the essay?
Reflection	Does the student evaluate the effect of the extended essay learning experience on them as a learner?

The extended essay contributes to the student's overall score for the diploma through points awarded in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

Example extended essay topics

Research question	Approach
Language A: How effectively does Oscar Wilde both present and critique social expectations in <i>The Importance of Being Earnest</i> ?	Various social expectations are identified, such as marriage, manners, religion, duty and gender. How effectively Wilde presents and critiques them is investigated through a close reading of the play and attention to language. Some background research into Victorian society provides social context, but the focus is on the play.
Economics: Does current economic research into minimum wage invalidate the neoclassical argument that increasing the minimum wage will lead to increased levels of unemployment?	The neoclassical argument is researched and presented. The counterarguments are researched and evaluated in terms of the nature of the evidence and studies that have been carried out.
Psychology: Is mindfulness or cognitive behaviour therapy (CBT) the more effective means of coping with stress?	Research that directly compares the two treatments is analysed, leading to a well evidenced conclusion.
Chemistry: What is the effect of manganese oxide versus copper (II) oxide in the catalysation of hydrogen peroxide at 21°C?	Background information is sought regarding the decomposition of hydrogen peroxide and different catalytic pathways and mechanisms. This is followed by practical research using carefully selected variables.
Visual arts: To what extent do the skull series of compositions by the artist Joni Brenner embody the cyclical nature of life and death?	The socio-historical context of Apartheid and the art produced in the post-Apartheid era is researched. This is followed by an analysis of the artistic and symbolic aspects of Brenner's skull compositions.

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1k

Meeting Date: April 10, 2025

Subject: Approve Local Interagency Agreement between the County of Sacramento and Sacramento City Unified School District Special Education Local Plan Area for Interim Housing at New Joseph Bonnheim Community Charter 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: Approve the Local Interagency Agreement between the County of Sacramento and Sacramento City Unified School District (SCUSD) Special Education Local Plan Area (SELPA) for Interim Housing at New Joseph Bonnheim Community Charter School (NJB).

Background/Rationale: The SCUSD SELPA is required by the California Department of Education to provide housing to County Medical Therapy Units (MTUs) that provide physical therapy and rehabilitation to students and children within the greater Sacramento region. The requirements for the allowable space are well outlined by the State in order to ensure proper services can be provided. The County has operated an MTU out of the Bowling Green McCoy campus for decades. However, their operation needs to temporarily move to accommodate the planned construction at that site. The District has worked with MTU staff and County staff to identify and slightly alter an interim location at the NJB campus during the Bowling Green McCoy construction effort. The interim location meets all the needs of the MTU during construction. This Agreement outlines this interim move in order to allow for services to continue being provided.

Financial Considerations: The District has provided slight facilities upgrades to the NJB campus in order to properly meet the needs of the MTU program. Most upgrades will benefit the campus after the MTU moves back to their Bowling Green location.

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. Local Interagency Agreement for Interim Housing During Construction

Estimated Time of Presentation: NA

Submitted by: Nathaniel Browning, Director, Planning and Property Management

Approved by: Chris Ralston, Assistant Superintendent, Facilities Support Services

Janea Marking, Chief Business and Operations Officer

Lisa Allen, Superintendent

LOCAL INTERAGENCY AGREEMENT
Between the COUNTY OF SACRAMENTO and
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL
PLAN AREA for Interim Housing during Construction

INTRODUCTION

This Interagency Agreement for Interim Housing during Construction (“Agreement”) is entered into between the Sacramento City Unified School District Special Education Local Plan Area (“SELPA” or “School District”) and County of Sacramento, California Children's Services Medical Therapy Unit (“CCS”), collectively referred to as “Parties,” hereby enter into this Agreement effective on April 10, 2025 (“Effective Date”) with respect to the following recitals.

RECITALS

WHEREAS, an Interagency Agreement is required in order to conform with the State of California mandated legislation Chapter 26.5 of the Government Code 7570 et seq., Title 2, California Code of Regulations, Section 60310(c);

WHEREAS, there is a Local Interagency Agreement already in place between the all Special Education Local Plan Areas within Sacramento County and CCS, dated September 14, 2010, attached hereto as **Exhibit A**;

WHEREAS, there is a State Interagency Cooperative Agreement between the California Department of Education, Special Education Division, and the California Department of Health Services, Children’s Medical Services Branch, California Children Services Medical Therapy Program, attached hereto as **Exhibit B**, that outlines requirements and responsibilities of all parties involved to provide uninterrupted delivery of special education services and medically necessary therapy services as identified in individualized education programs or the individualized family service plans when conducted through the SELPA and coordinated with CCS;

WHEREAS, this Agreement does not replace the September 14, 2010 Local Interagency Agreement or the State Interagency Cooperative Agreement, in part or in whole, but rather outlines conditions for the CCS program to temporarily relocate to another school site within the SELPA during construction of their current location;

WHEREAS, CCS has historically utilized a portion of the Bowling Green McCoy (“BGM”) campus, located at 4211 Turnbridge Dr, Sacramento, but the School District is in the process of completing a site-wide renovation of the campus, which would impact the services CCS provides to the greater community during construction;

WHEREAS, the School District has identified an interim location for the CCS program during the duration of the construction at their current location.

WHEREAS, the interim location for the CCS program will be a portion of the New Joseph Bonnheim Community Charter School (“NJB”), located at 7300 Marin Ave, Sacramento, is outlined hereto in **Exhibit C**;

WHEREAS, the School District has provided minor alterations to the CCS interim location in order to ensure it complies with the Local Interagency Agreement and the State Interagency Cooperative Agreement;

WHEREAS, the space utilized by the CCS program at the interim location is outlined hereto in **Exhibit D**, along with projected associated facilities updates;

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Roles and Responsibilities.

a. School District shall:

- i. Provide interim housing to the CCS program, as outlined within the recitals.
- ii. Modify the interim location in order to provide the CCS program with adequate parking and easily accessible facilities that conform to the requirements of the State Interagency Cooperative Agreement and the Local Interagency Agreement.
- iii. Relocate all CCS equipment located at their current BGM location to the interim location at NJB, and then back to BGM following the completion of the site renovation.
- iv. Provide networking and phones, as needed and without cost, to the CCS program while located at NJB.
- v. Provide support to CCS staff during the transitions between BGM and NJB to ensure the CCS operation can easily transition between locations in a timely and efficient manner.
- vi. Provide the BGM CCS location with new flooring and paint during the interim relocation to NJB.
- vii. Reimburse CCS for any reasonable networking cost impacts during the school year, which could be up to \$1085 per month. The School District and CCS will endeavor to identify the least expensive networking option reasonable to reduce or eliminate this potential expense. Final amount to be determined, but shall not exceed \$12,000. CCS will provide detailed backup documentation with line item expenses to the School District on a monthly basis for any networking costs the School District is asked to cover.

- viii. Continue to follow all requirements of the State Interagency Cooperative Agreement and the Local Interagency Agreement.
 - b. CCS shall:
 - i. Pack and unpack equipment that needs moved between locations.
 - ii. Set up office space and equipment at the interim location, and then again at BGM upon returning.
 - iii. Provide networking and phones, as possible, to the CCS program while located at NJB.
2. Term. The term of this Agreement shall be from April 10, 2025 through June 30, 2026. The CCS program is expected to move from the BGM to NJB during the week of April 14, 2025, and remain at the NJB location through May 31, 2026. The CCS program may be allowed to move back to the BGM location sooner, depending on construction.
3. Mutual Indemnification. Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.
4. Insurance. CCS is self-insured through the County of Sacramento. CCS shall deliver evidence of self-insured coverage providing general liability insurance, coverage of bodily injury and property liability, in an amount of \$2 million per occurrence and \$4 million in aggregate by delivering a Letter Certifying Self-Insurance. CCS shall provide the Letter Certifying Self-Insurance as a condition to execute this Agreement.

AGENCY APPROVAL

This Agreement shall be effective and commence as of April 10, 2025 and shall end on June 1, 2026, or after CCS staff have been relocated back to their location at Bowling Green McCoy, whichever comes first.

Signatures

SACRAMENTO COUNTY

LOCAL INTERAGENCY AGREEMENT

Special Education Local Plan Areas - California Children's Services

September 14, 2010

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• Medical Eligibility Assessment Plan (LEA 4)	
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- Notice of Action
- MTU Undetermined Status Notification (LEA 5)
- Therapy Assessment Plan
- Consent for Medical Therapy Program Services
- Notification of Possible Delay in Determining Medically Necessary Services (LEA 3)
- Notification of Medical Therapy Program Status (LEA – 9)
- Occupational Therapy Medical Therapy Services Plan
- Physical Therapy Medical Therapy Services Plan
- Medical Therapy Clinic Appointment Notice (LEA 7)

Elk Grove Unified School District Forms

- Referral for Special Education and Related Services
- Assessment Plan
- Authorization for Use and/or Disclosure of Information
- Notice of Meeting – Individualized Education Program
- Services

70

Folsom Cordova Unified School District Forms

- Referral for Assessment for Special Education
- Assessment Plan
- Authorization for Exchange of Information
- Individualized Education Program – Meeting Notice
- Individualized Education Program (Services Page)

76

Sacramento City Unified School District Forms

- Student Referral/Assessment Plan
- Authorization and Request for Exchange of Information
- Notice of Meeting – Individualized Education Program
- Services

82

Sacramento County Office of Education SELPA Forms

- Referral for Special Education and Related Services
- Assessment Plan

88

- Information Disclosure Form
- Notice of Meeting – Individualized Education Program
- Services

San Juan Unified School District Forms

- Referral/Program Review Request
- Assessment Plan
- Authorization for Exchange of Confidential Information
- Notice of IEP Meeting
- Individualized Education Program (Services Page)

LOCAL INTERAGENCY AGREEMENT
between the COUNTY OF SACRAMENTO and
SACRAMENTO COUNTY SPECIAL EDUCATION LOCAL PLAN AREAS

Introduction

This INTERAGENCY AGREEMENT, entered into between the SACRAMENTO COUNTY SPECIAL EDUCATION LOCAL PLAN AREAS, hereinafter referred to as "SELPA," which are Sacramento County Office of Education (SCOE), Elk Grove Unified School District (EGUSD), Folsom Cordova Unified School District (FCUSD), Sacramento City Unified School District (SCUSD), San Juan Unified School District (SJUSD) and the COUNTY OF SACRAMENTO, California Children's Services (CCS), is established to conform with the State of California mandated legislation Chapter 26.5 of the Government Code 7570 et seq., Title 2, California Code of Regulations, Section 60310(c).

Purpose

The intent of this agreement between Sacramento County SELPAs and CCS is to include the following:

- Ensure interagency coordination, the timely provision of services, and the effective utilization of agency resources to meet the needs of the individuals served.
- Provide a systematic, effective continuum of service options to individuals with exceptional needs for ages birth up to twenty-one years and their families.
- Delineate the service responsibilities of each agency for the delivery of services.
- Ensure that individuals eligible for special education, related services and requiring medically necessary physical and/or occupational therapy services receive a free, appropriate public education as required by law, in the least restrictive environment. Areas of agreement include Individual Education Program (IEP) implementation, review procedure and procedural safeguards.
- Ensure interagency coordination and monitoring, including the areas of training, public awareness and technical assistance.

- Delineate the fiscal and administrative responsibilities of each agency, for providing services to children with disabilities.
- Establish and maintain communication between the SELPAs within Sacramento County and CCS.
- This document is divided into two parts. Part I identifies the Standards of each agency and Part II gives Procedures for carrying out standards.

AGENCY APPROVAL

This agreement shall be effective and commence as of September 14, 2010 and shall end on June 30, 2015. No additions, deletions, or modifications may be made to this agreement without the joint written approval of the parties to this agreement.

Elk Grove Unified School District

Sacramento City Unified School District

By: William Tollestrup Date: 2-9-11
 William Tollestrup
 Director of Special Education

By: Rebecca Bryant Date: 2/9/11
 Rebecca Bryant
 Director, Special Education

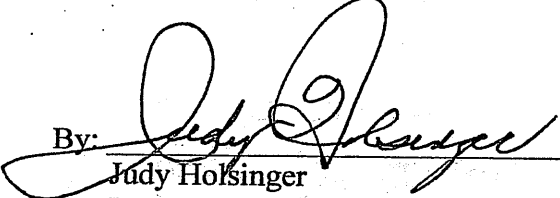
Folsom Cordova Unified School District

San Juan Unified School District

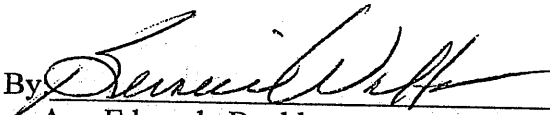
By: Cher Koleszar Date: 2/9/11
 Cher Koleszar
 Director of SELPA and Student Support Services

By: Carol Williams Date: 2/24/11
 Carol Williams
 Director, Special Education

Sacramento County Office of Education

By:  Date: 2-9-11
Judy Holsinger
Executive Director to the Sacramento County SELPA

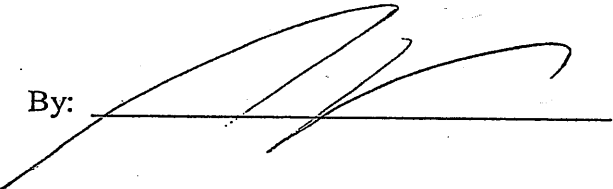
**Sacramento County Department of Health and Human
Services California Children's Services**

By:  Date: 3/03/11
Ann Edwards-Buckley
Director, Department of Health and Human Services
Approval delegated pursuant to Sacramento County Code
Section 2.61.012 (h)

7207300-1415-014M
2010-0680

CONTRACT AND CONTRACTOR TAX STATUS
REVIEWED AND APPROVED BY COUNTY COUNSEL

By: _____

A handwritten signature in black ink, consisting of several overlapping loops and strokes, written over a horizontal line.

Date: _____

12-30-10

SECTION 1

STANDARDS

STANDARDS

CENTRAL PROVISIONS

Local Education Agency and California Children's Services

1. Shall ensure that this agreement is reviewed annually to determine that it meets the intent of the applicable laws and regulations. This agreement shall be revised, as necessary, to remain in conformity with those laws and regulations requirements.
2. Shall ensure that all exchange of pupil information between agencies shall be accomplished in a timely manner and ensure confidentiality.

Local Education Agency (LEA)	California Children's Services (CCS)
<ol style="list-style-type: none">1. LEA/SELPA shall provide a free and appropriate public school education to students eligible under IDEA.2. LEA/SELPA shall identify a contact person per district to the local CCS program to coordinate services and exchange information between LEA/SELPA and Medical Therapy Program (MTP).3. The Director of the Sacramento County Office of Education Local Plan Area shall serve as the Educational Liaison in matters related to this agreement.	<ol style="list-style-type: none">1. CCS shall provide medically necessary physical and occupational therapy services, under medical supervision to eligible individuals with neuromuscular or musculoskeletal conditions in accordance with State CCS standards.2. CCS shall identify a Medical Therapy Program (MTP) liaison to coordinate services and exchange information between the LEA/SELPA and the CCS program.3. The Sacramento County CCS Medical Therapy Program Supervising Therapist shall represent the Department of Health and Human Services for the purpose of this agreement.

STANDARDS

CULTURAL

Local Education Agency (LEA)

1. LEA/SELPA shall refer individuals to the local CCS program who have or are suspected of having a neuromuscular, musculoskeletal, or other physical impairment, who may require medically necessary physical and/or occupational therapy services.
2. LEA/SELPA shall accept referrals from CCS of individuals suspected of needing special education services, due to any of the eligibility/disability categories identified by the law and education code.

California Children's Services (CCS)

1. CCS shall accept the referrals from LEA/SELPA and review for CCS medical eligibility. If a CCS eligible condition exists, evaluation and diagnosis shall be provided. Treatment services shall be provided as determined medically necessary by California Children's Services.
2. CCS shall notify LEA/SELPA of receipt of referral action.
3. CCS shall refer the parent/caregiver of an individual receiving services from CCS to LEA/SELPA if that individual is not enrolled in any school program and/or suspected of needing special education services.

STANDARDS

Local Education Agency (LEA)

1. Shall evaluate individuals according to the assessment requirements of Federal and State law.
2. The IEP team meeting shall be held within the sixty (60) day educational time limit to complete the educational portion, and if appropriate, make a referral to CCS.
3. Shall coordinate a date with California Children's Services for a follow up IEP meeting.
4. With signed agreement by the parent/legal guardian, an extension to the IEP meeting date may be requested by the parent/legal guardian, CCS or LEA/SELPA.

California Children's Services (CCS)

1. CCS shall determine if the individual is medically eligible for the CCS Medical Therapy Program (MTP).
2. CCS shall coordinate with the LEA/SELPA the IEP meeting date.
 - a. The Medical Therapy Unit (MTU) shall notify the LEA/SELPA of possible delay, if the therapy assessment cannot be completed in time for the IEP meeting date.
3. The MTU shall complete the initial therapy assessment of the Medical Therapy Program eligible individual.

STANDARDS

Local Education Agency (LEA)

1. May release personnel to attend the individual's MTC appointment, as appropriate.

California Children's Services (CCS)

1. The CCS Medical Therapy Conference (MTC) physician shall assess the individual's need for medically necessary physical and/or occupational therapy.
2. The MTC physician shall be responsible for approval of the therapy services plan.
 - a. The MTC physician shall prescribe medically necessary therapy under his/her supervision.
 - b. The MTC team shall review prescriptions from private physicians when necessary.
3. When the MTC team or private physician determines there is no medical necessity for physical and/or occupational therapy, CCS shall inform the parent/caregiver and LEA/SELPA of the determination.
4. The MTC physician or private physician may discharge an individual from therapy services, when it is determined not medically necessary.

STANDARDS

Local Education Agency (LEA)

1. The LEA/SELPA shall hold an IEP meeting within 60 days of receipt of the signed assessment plan. Effort should be made to coordinate scheduling the meeting date with CCS.
2. The LEA/SELPA shall provide written notice of the IEP meeting to CCS 10 days in advance.
 - a. Shall provide copies of any notices from parent/legal guardian or LEA/SELPA of the intent to include an attorney in the IEP meeting.
3. The LEA/SELPA shall accept the CCS assessment report and proposed/approved medical therapy services plan, and include physical and/or occupational therapy in the IEP as a related service in accordance with the approved treatment plan developed by CCS.
4. An IEP meeting shall be convened for an annual and/or triennial review or when requested by the parent or other authorized persons.

California Children's Service (CCS)

1. CCS shall participate in the IEP in accordance with the State CCS program policies when requested by the LEA/SELPA.
2. CCS shall notify the LEA/SELPA and parent/caregiver if the therapy assessment cannot be completed in time for the IEP meeting.
3. CCS shall provide a copy of the assessment and evaluation report and the proposed/approved plan to the IEP team once a signed release of exchange of information is obtained from the parent/legal guardian.
4. When the CCS paneled physician or the Medical Therapy Conference team determines there is no medical necessity for physical therapy and/or occupational therapy, CCS shall notify parent/caregiver and the LEA/SELPA of the determination.
5. CCS shall notify the LEA/SELPA and parent/caregiver at least 10 days prior to changes in service, which may necessitate a change in the IEP.
6. If CCS is unable to provide therapy services according to the approved medical therapy services plan, CCS shall notify the LEA/SELPA.

STANDARDS

CONFIDENTIALITY/EXCHANGE OF INFORMATION

Local Education Agency (LEA)

1. The LEA/SELPA shall assure the confidentiality and educational records as required by Federal and State laws and regulations.
2. LEA/SELPA shall provide supporting medical information concerning the pupil with a disability upon receiving the parent's/legal guardian's signed, informed consent obtained in accordance with State and Federal Regulations.
3. LEA/SELPA shall give ten (10) days notice to the county CCS designated MTU of all IEP team meetings for individuals served by CCS medical therapy program: (Notice will include persons invited to attend the IEP meeting.)
4. Shall send a copy of the IEP to CCS when CCS medically necessary therapy services, as stated in the proposed/approved therapy plan, and/or transportation to and from the therapy site are included in the IEP.
5. LEA/SELPA may send an education representative, with the consent of the parent/legal guardian, to the MTC for the purpose of sharing information. The LEA/SELPA shall notify the MTU in advance, of the education staff member, who will attend the MTC.

California Children's Services (CCS)

1. CCS shall assure the confidentiality of medical records according to legally established confidentiality guidelines.
2. CCS shall, with written parental/legal guardian consent, share necessary medical information with the LEA/SELPA according to legally established confidentiality guidelines.

STANDARDS

LEAST RESTRICTIVE ENVIRONMENT

Local Education Agency (LEA)

1. The LEA/SELPA shall provide services in the least restrictive environment as determined by the IEP team.
2. LEA/SELPA shall ensure that to the maximum extent appropriate, individuals with exceptional needs in public or private institutions are educated with students in the least restrictive environment.
3. LEA/SELPA shall ensure that placement outside of the general educational environment occurs only when the severity of the disability is such that education in general education classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

California Children's Services (CCS)

1. CCS shall provide CCS Medical Therapy Services in the Medical Therapy Units (MTU) or CCS Medical Therapy Unit Satellite (MTU-S) located in designated public schools.
2. CCS shall inform LEA/SELPA when the medically approved therapy services cannot be provided at the MTU-S as when provided in the MTU.

STANDARDS

DISPUTE RESOLUTION

Local Education Agency (LEA)

1. Shall comply with all procedural safeguards and due process guarantees pursuant to Federal and State statutes.
2. Shall maintain the student involved in the complaint/due process in his or her present educational placement, pending any administrative or judicial proceeding, until the public agency and the parents of the student agree otherwise.
3. Shall defer to CCS program the determination of medically necessary physical and/or occupational therapy for MTP eligible conditions.

California Children's Services (CCS)

1. Shall comply with State CCS program policy for California Children's Services Medical Therapy Program Dispute Resolution through Expert Physician process.

STANDARDS

Local Education Agency (LEA)

1. The LEA/SELPA shall provide required facility space and operation for the Medical Therapy Unit (MTU) and Medical Therapy Unit Satellite (MTU-S) on a twelve-month basis including custodial services and necessary maintenance.
2. The LEA/SELPA shall mutually plan and coordinate with CCS all new construction, relocation, remodeling, or modification of Medical Therapy Units and Medical Therapy Unit Satellites with approval from the California Department of Education and State Department of Health Services, Children's Medical Services Branch (CCS).
3. The MTU AND MTU-S shall be accessible to CCS twelve months of the year.
4. The LEA/SELPA shall jointly establish a plan with CCS for utilization of therapy space, when not in use by CCS staff.
5. The LEA/SELPA, with CCS, shall provide alternate treatment space, when normal operation of the MTU/MTU-S is temporarily interrupted for reasons such as building maintenance and repairs, etc.

California Children's Services (CCS)

1. CCS shall inform the LEA/SELPA when there is a need to establish a new MTU/MTU-S.
2. CCS shall mutually plan and coordinate with LEA/SELPA all new construction, relocation, remodeling or modification of Medical Therapy Units or Medical Therapy Unit Satellites with approval from State Department of Health Services, Children's Medical Services Branch (CCS), and the California Department of Education.
3. The space and equipment of the Medical Therapy Unit and Medical Therapy Unit-Satellites shall be for the exclusive use of CCS when staff is onsite.
4. CCS, with the LEA/SELPA, shall jointly establish a plan for utilization of therapy space, when not in use by CCS staff.

STANDARDS

Local Education Agency (LEA)

1. The LEA/SELPA shall assure staff meet necessary requirements per school district, County and State regulations.

California Children's Services (CCS)

1. Shall assure services provided by CCS paneled physicians, physical therapist and occupational therapist are in accordance to California State licensure/board certification and professional ethics.
2. Shall provide medically necessary therapy services by a physical therapist and occupational therapist under medical supervision in accordance with CCS standards and regulations.
3. Shall oversee provision of medically necessary physical and/or occupational therapy services provided to CCS eligible individuals according to State CCS Standards.

STANDARDS

TRANSPORTATION

Local Education Agency (LEA)

1. The LEA/SELPA shall plan and coordinate with CCS and parent/caregiver the need for a CCS enrolled individual to be transported to and from a MTU or MTU-S in order to meet the individual's medically necessary therapy services.

California Children's Services (CCS)

1. CCS shall inform, discuss, plan and coordinate with the LEA/SELPA and parent/caregiver the needs for a CCS enrolled individual to be transported to and from a MTU or MTU-S in order to meet the individual's medically necessary therapy services.
2. The therapy staff shall be responsible for the individual transported by the LEA/SELPA only during the actual scheduled treatment time at the MTU/MTU-S.

STANDARDS

EQUIPMENT & SUPPLIES

Local Education Agency (LEA)

1. The LEA/SELPA shall provide the necessary equipment and supplies for existing and newly established MTU/MTU-S.
2. On an annual basis, the LEA/SELPA shall include CCS in their budget process for necessary equipment and supplies, identified by CCS, for the provision of services at the MTU/MTU-S.

California Children's Services (CCS)

1. CCS shall identify and submit to the LEA/SELPA the necessary equipment and supplies for existing and newly established MTU/MTU-S according to State CCS standards.
2. On an annual basis, CCS shall submit to the LEA/SELPA an itemized budget recommendation of equipment and supplies necessary for provision of Medical Therapy Program services in established MTU/MTU-S.

STANDARDS

STAFF DEVELOPMENT

Local Education Agency (LEA)

1. LEA/SELPA shall provide staff development based on identified needs and will notify CCS about workshops, training and in-service opportunities within the LEA/SELPA.
2. LEA/SELPA shall mutually plan and implement interagency training to promote interagency collaboration and service delivery.
3. LEA/SELPA shall meet with CCS as necessary to continue the development of mutual understanding of agency roles, identify training needs, and potential changes.

California Children's Services (CCS)

1. CCS shall identify needs and provide staff development activities for CCS personnel.
 - a. Opportunities for joint staff development shall be coordinated with LEA/SELPA.
2. CCS shall mutually plan and implement interagency training to promote interagency collaboration and service delivery.
3. CCS shall meet with the SELPA Directors or their designees as necessary to continue the development of mutual understanding of agency roles, identify training needs, and potential changes.

SECTION 2

PROCEDURES

PROCEDURES

Local Education Agency (LEA)

1. Shall refer pupils from the LEA/SELPA who have or are suspected of having neuromuscular or musculoskeletal conditions.
2. A LEA/SELPA referral to CCS shall include the pupil's medical diagnosis, current medical records, signed parental/legal guardian consent to exchange information between agencies and a completed CCS application form.

California Children's Services (CCS)

1. CCS shall accept referrals from LEA/SELPA of individuals who have or are suspected of having neuromuscular or musculoskeletal conditions.
2. CCS shall accept the LEA/SELPA referral if accompanied by the individual's medical diagnosis, current medical records, parental/legal guardian permission for exchange of information between agencies and a completed application for the CCS program.
3. CCS shall notify LEA/SELPA of receipt of referral.
4. CCS shall notify LEA/SELPA and parent/legal guardian of medical eligibility status within 15 days of a complete referral.
5. CCS shall notify parent/legal guardian/caregiver and the LEA/SELPA for reasons of delay in the referral process.

PROCEDURES

Local Education Agency (LEA)

1. If appropriate, an educational assessment plan shall be developed and provided to the parent/legal guardian within fifteen (15) calendar days of the referral date
2. The initial educational assessment/evaluation procedures shall be completed within sixty (60) calendar days of signed receipt of the assessment plan.
3. The IEP shall be reviewed and evaluated at least annually including goals and objectives.
4. An evaluation shall be completed every three years by the IEP team.
5. The LEA/SELPA shall accept the CCS therapy assessment report and proposed/approved medical therapy services plan.
6. The LEA/SELPA shall seek an extension for the IEP meeting with the parent's/legal guardian's signed agreement, if CCS is unable to complete their assessment in determining medically necessary services.
7. The LEA/SELPA shall accept the CCS approved Medical Therapy Services Plan for physical therapy and/or occupational therapy as medically necessary services as a related service in the individual's IEP.

California Children's Services (CCS)

1. If the individual is determined eligible, CCS shall propose a Therapy Assessment Plan and obtain the Medical Therapy Program Agreement Consent from the parent/legal guardian. A copy of the signed Therapy Assessment Plan shall be sent to the LEA/SELPA within 5 days.
2. If the individual is determined ineligible, CCS shall notify the LEA/SELPA within 10 days.
3. The Medical Therapy Unit shall complete an initial therapy evaluation according to State CCS Standards for Therapy Evaluations by Diagnosis within thirty (30) days of receipt of the medical records at the MTU.
4. The completed therapy assessment and proposed/approved medical therapy services plan shall be reviewed with the parent/caregiver, with a copy sent to the LEA/SELPA.

PROCEDURES

MEDICAL THERAPY CONFERENCE

Local Education Agency (LEA)

1. May participate with the MTC team members to identify medical precautions and coordinate educational activities in relationship to recommended treatment plan.
2. May provide an oral and/or written summary of related educational concerns of individuals requiring medically necessary physical and/or occupational therapy services at the individual's MTC appointment.

California Children's Services (CCS)

1. CCS shall provide a Medical Therapy Conference appointment to the individual upon completion of the therapy evaluation and proposed medical therapy services plan (MTSP).
2. If the medical therapy supervision source is other than the MTC, the therapy assessment and proposed MTSP shall be sent to that physician for review and approval. A patient examination is required.
3. CCS shall notify the LEA/SELPA of the MTC appointment.
4. The MTSP is approved, if the MTC team determines the individual requires medically necessary therapy.
 - a. The MTSP shall identify the service(s), frequency and duration, functional goals and objectives to achieve a measurable change in function or recommendation for service(s) to prevent loss of present function.
 - b. CCS shall send the LEA/SELPA a copy of the approved MTSP.
5. CCS shall notify the LEA/SELPA of any changes in the MTSP, including discharge from treatment.
 - a. CCS shall notify the LEA/SELPA within 5 days.

PROCEDURES

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETINGS

Local Education Agency (LEA)

1. The LEA/SELPA shall provide to CCS designated MTU, a ten (10) day advance written notice of each IEP meeting that is scheduled for an individual that has been referred or is receiving medically necessary physical therapy and/or occupational therapy.
2. Using the approved treatment plan developed by CCS, the IEP shall include as a related service the physical and/or occupational therapy services.
3. The LEA/SELPA shall provide a copy of the IEP to CCS upon completion of the IEP meeting.

California Children Services (CCS)

1. A CCS therapist shall participate in the IEP meeting, if a written IEP notice is provided at least 10 days in advance.
 - a. If the MTU therapist or CCS representative is unable to attend, participation may be by conference call.
2. CCS participation in the IEP meeting is for the purpose of interpreting results of the therapy assessment and the proposed/approved therapy plan.
 - a. Once therapy needs of the individual have been established, and if there are no other concerns requiring input from the CCS therapist, with parent approval, it is not necessary for the therapist to stay for the remainder of the meeting.
3. CCS shall provide a copy of the therapy assessment and proposed/approved Medical Therapy Services Plan to the IEP Team.
 - a. CCS shall provide to the LEA/SELPA an updated MTSP within five days, if there are changes in therapy services.
4. CCS is not responsible for physical therapy and/or occupational therapy entered on the IEP that is not part of the approved CCS Medical Therapy Services Plan.

- | | |
|--|--|
| | <ol style="list-style-type: none">5. CCS will notify the LEA/SELPA, if physical and /or occupational therapy services cannot be provided according to that approved MTSP.6. If the LEA/SELPA provides PT/OT services in lieu of the MTU, prior coordination between CCS and LEA must occur for provision of services, reimbursement at the current Medi-Cal rate and receipt of documented services.<ol style="list-style-type: none">a. PT/OT utilized by the LEA/SELPA for therapy in lieu of MTU must meet California State Licensure requirements and be CCS paneled.7. When CCS is able to resume therapy services, CCS shall notify the LEA/SELPA. |
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PROCEDURES

CONFIDENTIALITY/EXCHANGE OF INFORMATION

Local Education Agency (LEA)

1. Confidentiality shall be maintained according to Federal and State law and Education Code.
2. In all cases, signed parent permission shall be obtained prior to release of any reports and records contained in the student's educational records/files to CCS.

California Children's Services (CCS)

1. CCS shall provide the LEA/SELPA information upon written request with a signed release of information consent from parent/caregiver.
 - a. CCS shall provide the LEA/SELPA the therapy assessment report and proposed/approved MTSP.
2. If the parent/caregiver refuses to sign the release of information consent, CCS shall notify the LEA/SELPA.

PROCEDURES

DISPUTE RESOLUTION

Local Education Agency (LEA)

1. The dispute procedures shall not interfere with the pupil's right to receive a free, appropriate public education.

During the dispute resolution:

- a. If the LEA/SELPA was providing the service prior to notification of the failure to provide related service or designated instruction and service, that local agency shall pay for or provide, at its discretion, the services until the dispute resolution proceedings are completed.
- b. If no local agency has been providing the service prior to the notification of the dispute, the LEA/SELPA assumes the responsibility of providing services in accordance with the IEP, until the dispute resolution proceedings are completed.
- c. Arrangements, other than those described above, may be made in written agreement between the involved agencies, provided the pupil's IEP is not altered, except as to which agency delivers or pays for the services if such specification is included in the IEP.

2. In resolving the dispute, the local agencies shall meet to resolve the issue within 15 days of receipt of the notice.
3. Once the dispute resolution procedures have been completed, the local agency determined responsible for the service, shall pay for, or provide the service, and shall

California Children's Services (CCS)

1. All disputes regarding CCS recommendations of the level of therapy services shall be resolved by dispute resolution through Expert Physician evaluation.
2. CCS shall identify three physicians that have expertise in the management of physical disabilities, which shall include pediatric orthopedists and /or pediatric physiatrists and provide a list of the physicians to the parent/legal guardian to select.
3. CCS shall authorize the Expert Physician evaluation.
4. The decision of the Expert Physician shall be final.

reimburse the other agency, which provided the service.

4. A written copy of the resolution shall be mailed to affected parties.
5. The resolution of the dispute shall be communicated to the originating party within a reasonable amount of time.

PROCEDURES

SPACE

Local Education Agency (LEA)

1. The LEA/SELPA shall discuss, plan and coordinate with CCS when the need for establishment and/or relocation of a MTU or MTU-S is proposed.
2. A mutually agreed upon plan between the local LEA/SELPA and CCS with the approval by the California Department of Education and the State Department of Health Services, Children's Medical Services Branch (CCS) shall be obtained prior to its implementation.
3. The LEA/SELPA shall provide the necessary facility space necessary for the operation of the MTU/MTU-S according to the mutually approved California Department of Education and State Department of Health Services, Children's Medical Services Branch (CCS) of MTU space allocation standards.
 - a. Services or equipment not available at a MTU-S shall be provided at the MTU; the LEA/SELPA shall make arrangements for transportation of individuals to and from the primary MTU for the services.
4. The LEA/SELPA shall make the MTU/MTU-S site(s) available to CCS on a 12-month basis.
5. The LEA/SELPA shall ensure custodial services and necessary maintenance are provided for the MTU/MTU-S on a 12 month basis.

California Children's Services (CCS)

1. CCS shall discuss, plan and coordinate with the LEA/SELPA when the need for establishment and/or relocation of a MTU or MTU-S is identified.
2. A mutually agreed upon plan between the local CCS and LEA/SELPA with the approval by the State Department of Health Services, Children's Medical Services Branch (CCS) and California Department of Education shall be obtained prior to its implementation.
3. The Medical Therapy Unit shall have necessary space and equipment to accommodate the following functions: administration, medical therapy conference, comprehensive evaluation/assessment of the individual's therapy needs, treatment in open and private treatment areas, activities of daily living training, storage area(s) for equipment and supplies, fabrication of splints, and maintenance of various adaptive aids.
 - a. An MTU Satellite is an approved extension of an established MTU where limited medical therapy program services are provided.
4. The CCS Medical Therapy Program is a year round or 12-month operation at the MTU/MTU-S site(s).
5. CCS shall inform the LEA/SELPA of any necessary additional custodial services, facility maintenance needs and/or repairs at the MTU/MTU-S.

6. The LEA/SELPA shall inform CCS in advance, jointly plan and prepare for alternate treatment space/school site when normal MTU/MTU-S operation is temporarily interrupted due to school building maintenance, repairs or modification needs.

7. The LEA/SELPA shall coordinate and mutually plan and agree for utilization of the MTU or MTU-S with CCS when CCS staff is not present.

6. CCS shall receive advance notice and jointly plan for an alternate treatment space/school site from the LEA/SELPA when normal MTU/MTU-S operation is temporarily interrupted due to school building maintenance, repairs or modification needs.

7. The MTU/MTU-S shall be for the exclusive use of the CCS staff when onsite.

8. CCS shall coordinate and mutually plan and agree for utilization of the MTU or MTU-S with the LEA/SELPA when CCS staff is not present.

PROCEDURES

STATE

Local Education Agency (LEA)

1. The LEA/SELPA shall follow appropriate guidelines to assure staff meets necessary requirements.

California Children's Services (CCS)

1. Current physical therapy licenses and occupational therapy licenses are provided to the County of Sacramento Department of Health and Human Services Personnel office.
2. Renewal of physical therapy and occupational therapy California State license is the responsibility of the individual.
3. The Supervising Therapist is responsible for overall supervision of the therapy staff.
4. The MTU Unit Supervisor is under the direction of the Supervising Therapist.

PROCEDURES

Local Education Agency (LEA)

1. The LEA/SELPA shall plan and coordinate with CCS and parent/caregiver if transportation is needed from Education for treatment at the MTU/MTU-S.
2. If the child is transported to and from the MTU/MTU-S by Education, a coordinated plan must be agreed upon by the parent/caregiver, Education transportation personnel and MTU personnel for:
 - a. Initiation date of transportation to and from the MTU/MTU-S.
 - b. Regularly scheduled days of transportation to the MTU/MTU-S.
 - c. The expected delivery and pick up time of the individual to and from the MTU/MTU-S.
 - d. Arrangement for an adult to accompany the individual from the transportation source to the therapy area and back upon completion of the therapy session.
 - e. A coordinated plan of action for notification of all (parent/caregiver, MTU personnel, Education transportation personnel) when there is a necessity to cancel transportation.
3. Transportation personnel shall load and unload individuals and equipment on/off school buses.
4. Education transportation personnel will follow district emergency guidelines, if parent/caregiver or MTU

California Children's Services (CCS)

1. Transportation arrangements to and from the MTU/MTU-S for therapy appointments and the CCS Medical Therapy Conference are the responsibility of the parent/caregiver.
2. CCS shall inform, plan and coordinate with the LEA/SELPA and parent, if transportation is needed for treatment at the MTU/MTU-S and identified in the individual's IEP.
3. If a individual is transported to and from the MTU/MTU-S by Education, a coordinated plan must be agreed upon by the parent, Education transportation personnel, and MTU personnel for:
 - a. Initiation date of transportation to and from the MTU/MTU-S.
 - b. Regularly scheduled day(s) of transportation to and from the MTU/MTU-S.
 - c. The expected delivery and pick up time of the individual to and from the MTU/MTU-S.
 - d. Arrangement for an adult to accompany the individual from the transportation source to the therapy area and back upon completion of the therapy session.
 - e. A coordinated plan of action for notification of all (parent/caregiver, MTU personnel, Education transportation personnel) when there is a necessity to cancel transportation or treatment.

personnel are not present at the established delivery site.

4. Medical Therapy Unit personnel shall not load or unload individuals and equipment on/off school buses
5. MTU personnel shall follow appropriate MTU emergency contact guidelines if the individual is not picked up after the therapy treatment session by either the parent/caregiver or Education transportation personnel.

PROCEDURES

EQUIPMENT & SUPPLIES

Local Education Agency (LEA)

1. The LEA/SELPA shall review and accept the equipment and supply request submitted by CCS annually and include the approved items in their annual budget for established MTU/MTU-S that are identified in the Medical Therapy Program (MTP) Equipment list approved by the State Department of Health Services Children's Medical Services Branch (CCS) and California Department of Education.
2. The LEA/SELPA shall review and accept the MTU equipment and supply recommendations for newly established MTU/MTU-S according to the Medical Therapy Program Equipment list approved by the State Department of Health Services, Children's Medical Services Branch (CCS) and California Department of Education.
3. The LEA/SELPA shall maintain/repair MTU/MTU-S equipment, when requested by CCS.

California Children's Services (CCS)

1. CCS shall identify and submit to the LEA/SELPA an annual budget recommendation of appropriate equipment and supplies for established MTU/MTU-S no later than January 31 of each year.
2. CCS shall submit to the LEA/SELPA MTU equipment and supply recommendations for newly established MTU/MTU-S according to the Medical Therapy Program Equipment list approved by the State Department of Health Services, Children's Medical Branch (CCS) and California Department of Education
3. CCS shall notify the LEA/SELPA of MTU/MTU-S equipment maintenance/repair needs.

SECTION 3

**GLOSSARY OF
TERMS**

Glossary of Terms

Assessment for Medically Necessary Occupational and Physical Therapy- means the comprehensive evaluation of the physical and functional status of a pupil who has a CCS medical therapy program eligible condition.

Assessment Plan- for the CCS Medical Therapy Program for pupils with a disability who have an IEP refers to either one of the following:

1. Medical Eligibility Assessment Plan- This is the notice that informs the family of the process by which medical therapy program eligibility is determined.
2. Therapy Assessment Plan- This notice informs the family of the testing necessary that shall be done in assessing the child's medically necessary therapy needs.

Assessment Report For Therapy- This is the written report from the MTU therapist or the CCS paneled therapist in lieu of an MTU therapist in which the results of the assessment determining the need for medically necessary occupational therapy or physical therapy.

California Children Services Panel – The group of physicians and other medical providers of services who have applied to and been approved by California Children Services [H&S Sec 255.5, 255.6; CAC 2 Sec 60300(d)].

Care Giver – Sections 6550 and 6552 of the Family Code state that a non-parent adult caregiver relative with whom a minor is living may authorize medical and dental care for the minor by signing a “Care Giver Authorization Affidavit”.

Child With A Disability – Refers to children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, autism, traumatic brain injury, emotional disturbance, orthopedic impairments, other health impairments, a specific learning disability, deaf-blindness, or multiple disabilities, and who by reason thereof needs special education and related services. [FCR Sec 300.8; EC 56026; CAC 5 Sec 3030, 3031]

Documented Physical Deficit- Refers to a pupil's motor dysfunction recorded on the referral for special education and related services by the Local Education Agency and documented in the pupil's CCS medical record.

Individualized Education Program – A written plan which addresses the educational needs of a single pupil, and includes special education and related services, which will be provided to the pupil at no cost to the pupil or parents. Individualized Education Program components are [CFR Sec. 300.320]:

1. Statement of present levels of the pupil's academic achievement and functional performance.
2. The measurable annual goals, including academic and functional goals
3. A statement of the special education and related services and supplementary aids and services to be provided to the pupil, and a statement of the program modifications or supports for school personnel.
4. The extent to which the pupil will not participate with non-disabled pupils in the regular class and activities.
5. The individual appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and District-wide assessments.
6. The projected date for the beginning of the services and modifications, and the anticipated frequency, location and duration of those services and modifications.
7. For the student by the age of 16, appropriate measurable postsecondary goals related to training, education, employment, and where appropriate, independent living skills.
8. Beginning at least one year before the pupil reaches the age of 18, a statement shall be included informing the pupil of the rights under this part which will transfer to the pupil upon reaching the age of 18.

Individualized Education Program Team – Shall include, but not be limited to, all of the following:

1. One or both of the pupil's parents, a representative selected by the parent, or both.
2. A representative other than the pupil's teacher designated by administration who may be an administrator, program specialist, or other specialist who is knowledgeable about the general education curriculum and the availability of resources of the agency, and who is qualified to provide, or supervise the provision of, special education.
3. One general education teacher of the child. who shall be the teacher with the most recent and complete knowledge of the pupil who has also observed the pupil's educational performance in an appropriate setting
4. One special education teacher or provider of the child.
5. When appropriate, the team shall also include:
 - a. The individual with exceptional needs.
 - b. Other individuals, at the discretion of the parent/legal guardian or agency, district, or county who possess expertise or knowledge necessary for the development of the individualized education program.

[CFR Sec. 300.321]

Individualized Education Program Team Administrator – A representative on the team other than the pupil's teacher designated by administration who may be an administrator, program specialist, or other specialist.

Least Restrictive Environment – California’s commitment to the provision of services to children with disabilities in the least restrictive environment is clearly stated in legislative intent:

“Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth who are not disabled, in a manner that is appropriate to the needs of both.”

This commitment is further stressed in the mandate, which requires that:

“ A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.” [EC 56303]

Policies for implementing this intent statewide are based on the principle that children with disabilities should receive their education in chronologically age appropriate environments with non-disabled peers. This principle maintains that both non-disabled and disabled children are most successfully educated in a shared environment where qualities of understanding, cooperation and mutual respect are nurtured.

It is also the intent of federal and state statutes and regulations that children with disabilities attend the same public school as non-disabled students in their neighborhood unless it is determined by the Individualized Education Program Team to be inappropriate to their educational and social needs.

Therefore, placement in an educational environment other than a regular class should be considered only when the Individualized Education Program Team determines that the regular environment, services, and/or curriculum cannot be modified effectively to meet the needs of the student as specified in his/her Individualized Education Program.

Both federal and state regulations mandate the provision of:

“...a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings...”

[EC 56031]

In all instances, the Individual Education Program Team determines the extent to which a child with a disability will not participate with non-disabled pupils in general education programs. The determination of appropriate program placement, related services needed, and curriculum options to be offered is made by the Individualized Education Program Team based upon the unique needs of the child with a disability, rather than on the label describing the disabling condition or the availability of programs.

Local Education Agency (LEA) –Refers to any or all of the Special Education Local Plan Areas: Elk Grove Unified School District SELPA; Folsom Cordova Unified School District SELPA; Sacramento City Unified School District SELPA; San Juan Unified School District SELPA; and, Sacramento County Office of Education SELPA, which administers to a consortium of the remaining school districts within the county.

Medical Therapy Conference Team- This is the multidisciplinary team that includes the individual, parent/legal guardian, Medical Therapy Conference physician(s), occupational therapist, physical therapist, speech therapist, comprehensive case management registered nurse, social worker, and appropriate school personnel.

Medical Therapy Program Eligible Condition- this is the chronic medically handicapping condition which qualifies the individual for the MTP as determined by the CCS program Medical Director. MTP eligibility is based upon CCS policy.

Medical Therapy Services- Medically prescribed occupational therapy and/or physical therapy. Medical therapy services may include:

1. Treatment- The provision of medically directed therapeutic interventions of occupational or physical therapy services that may be provided on an individual or group basis. (California Business and Professions Code, Chapter 5.7, Article 2, Section 2620).
2. Consultation- The provision of advice, assistance, information, instruction or an opinion to other persons to enhance function as it relates to an individual's need for occupational therapy or physical therapy to treat the individual's MTP eligible condition.
3. Monitoring- The provision of regularly scheduled evaluation of the individual's physical status relating to the individual's occupational therapy and physical therapy needs.
4. Medical Therapy Conference – The multidisciplinary team meeting at which the MTC team evaluates the medical management of a individual with a MTP eligible condition and determines the need for medically necessary therapy services, x-rays, bracing, surgery, durable medical equipment and physician services.

Medical Therapy Unit (MTU)- A CCS and LEA approved public school location where medical therapy services, including comprehensive evaluations and medical therapy conferences, are provided by CCS.

Medical Therapy Unit Satellite (MTU-S) - A CCS and LEA approved extension of an established medical therapy unit where limited medical therapy services may be provided by CCS. Comprehensive evaluations and medical therapy conferences are not a part of medical therapy unit satellite services.

Medically Necessary Occupational Therapy or Physical Therapy Services- These are the therapy services approved by the MTC physician to treat the MTP eligible condition.

Necessary Equipment- This is the supplies and equipment necessary to maintain the MTU and MTU satellite that is provided by the LEA/SELPA and which is required by the MTU staff to provide medically necessary OT and/or PT.

Necessary Space- This is the space at school site that is provided by the LEA/SELPA for an MTU or MTU Satellite in order to deliver medically necessary therapy services. A primary MTU shall have space to accommodate areas for administration, MTC, comprehensive evaluation, private treatment, activities of daily living, storage and modification of equipment.

Occupational Therapy and Physical Therapy- Services provided by or under the supervision of occupational therapists and physical therapists pursuant to California Code of Regulations, Title 5, Section 3051.6(b).

Parent/Legal Guardian (under IDEA) – A biological or adoptive parent of the child; a foster parent, a guardian authorized to act as the parent or to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent with whom the child lives, an individual legally responsible for the child's welfare, or a surrogate parent who has been appointed in accordance with federal law and SELPA policy. {FCR Sec 300.30}

Parent/Legal Guardian – For the purposes of the CCS program, only the parent or legal guardian can sign the CCS program application and Program Services Agreement. The regulation's definition of a parent (a parent as a person with legal custody of a child) or a "surrogate" who has been appointed in accordance with Section 7579.5 of the Government Code or Section 56050 of the Education Code) does not apply to the Medial Therapy Program.

Related Service – Services as specified in the Individualized Education Program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program. The regular class teacher, the special class teacher, or the resource specialist shall provide the instruction and services if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide the instruction and services [2 CCR 60010(s); 5 CCR 3001(2)].

Qualified Medical Personnel- Refers to occupational therapists and physical therapists licensed to practice in the State of California who are employed or vended by California Children's Services.

SELPA – Special Education Local Plan Area - The service area covered by the local plan developed in accordance with the Education Code for the education of individuals with exceptional needs. The county of Sacramento is divided into five SELPAs.

Therapy Services Plan- This is the written CCS Medical Therapy Services Plan/Prescription or its equivalent, signed by the therapist and the physician. Recommendations for medically necessary therapy are based on the results of therapy assessment and evaluation and are to be included in the individualized education program or individualized family service plan.

SECTION 4
FORMS

California Children's
Services
Correspondence
Letters and Forms

CCS CORRESPONDENCE DEFINITIONS

- LEA 1 – Notice of Incomplete Referral:** Purpose of this form is to notify the parent/legal guardian and a copy to LEA that the referral submitted did not meet the referral requirements resulting in an incomplete referral.
- LEA 2 – Medical Eligibility Notification:** Purpose of this form is to notify parent/legal guardian and copy to LEA that the child has been determined to be medically eligible for the MTP.
- LEA 3 – LEA Notification of Possible Delay in Determining Medically Necessary Services:** Purpose of this form is to notify the parent/legal guardian and LEA whenever there is a delay that may prevent adherence to the 15 day time line for determining medical eligibility or the 50 day time line in determining medically necessary therapy services.
- LEA 4 – Medical Eligibility Assessment Plan:** Purpose of this form is to inform the parent/legal guardian and a copy to LEA of the process for determining MTP eligibility. The notice, at a minimum, states that medical reports/records will be reviewed by the CCS program medical consultant (or designee) and a determination will be made to 1) approve medical eligibility, 2) deny medical eligibility for CCS MTP services or 3) defer medical eligibility determination until receipt of medical information required to make the medical eligibility is received.
- LEA 5 – Undetermined Status Notification:** Purpose of this form is to notify the parent/legal guardian and a copy to the LEA that medical eligibility cannot be determined based on the reports on hand. This notice serves to inform the parent/legal guardian and LEA of the steps CCS is taking to establish medical eligibility by either requesting additional medical reports/information or that a diagnostic evaluation will be authorized.
- LEA 7 – Medical Therapy Conference Appointment Notice:** Purpose of this form is to notify the parent/legal guardian and LEA that the therapy services will be reviewed by the directing physician based on the therapy assessment plan.
- LEA 9 – Notification of Medical therapy Program Status:** Purpose of these forms are to notify the parent/legal guardian and LEA of the status of this referral and what has been or yet to be completed.
- CCS Medical Therapy Plan:** Purpose of this form is to indicate the plan for Medical Therapy which is signed by both the therapist and physician and becomes a physician approved therapy plan.
- Consent for Medical Therapy Program Services:** Purpose of this form is to obtain written consent for medical therapy services from the parent/legal guardian.

NOA – Notice of Action: Purpose of this form is to notify the parent/legal guardian that the child is determined not to be medically eligible for the MTP. Copy sent to the LEA.

Therapy Assessment Plan (TAP): Purpose of this form is to inform the parent/legal guardian of the name of evaluations and necessity. The parent/legal guardian is required to sign this form. Once the form is returned to CCS a signed copy of the TAP will be sent to the LEA.

LEA/SELPA Referral For Sacramento County CCS Medical Therapy Program (MTP)

Date: _____ LEA/SELPA: _____

Contact person: _____ Phone: _____

This child is referred to CCS to determine medically necessary therapy services through the MTP.

MTP service requested: Physical Therapy Occupational Therapy

Current CCS/MTP Case Current CCS Case New Case

Child: _____
(Last) (First) (Middle)

Birth date: _____ Diagnosis/Suspected Diagnosis: _____

Parent/Legal Guardian:

Mother: _____
(Last) (First)

Father: _____
(Last) (First)

Address: _____

Phone: Residence: _____ Business: _____

Other: _____

Attached are the following:

HIPPA compliant signed release from parent/legal guardian to release information to the LEA from CCS (required for all LEA referrals, regardless of current CCS status): Authorization to Release Health Records (2099b)

Signed application for the CCS program (required for all referrals new to the CCS program)

Current/pertinent medical records (required for all referrals that require MTP medical eligibility determination)

Referral Source:

LEA contact person: _____ Title: _____

Agency: _____

Address: _____

Phone: _____ Email: _____

In Order to expedite this referral, all required information must be submitted at the time of referral. All referrals from an LEA/SELPA must be accompanied by this form. Release of information must be renewed annually according to the CCS Program Service renewal date; therefore each referral must be renewed annually.

Instructions For Completion of LEA/SELPA Referral to the CCS Medical Therapy Program

Date: Enter the date that the referral will be sent to CCS.

LEA/SELPA: Enter the name of either the LEA or SELPA that is making the referral to CCS.

Contact Person: Enter the name of the appropriate person who works for the LEA or SELPA who will receive all correspondence from CCS regarding the referral and ongoing CCS MTP notifications and correspondence.

Physical Therapy / Occupational Therapy: Mark the appropriate box, or both, indicating the type of MTP service which the LEA or SELPA would like CCS to determine medical necessity.

Child: Enter full name of child who is referred.

Birth Date: Enter birth date of the child who is referred to CCS.

Diagnosis/Suspected Diagnosis: Enter documented medical diagnosis or condition thought to be CCS eligible.

Parent/Legal guardian: Enter the name of the individual(s) who are responsible for the child and has authority to sign and release and make medical decisions regarding the child.

Address: Enter the principle address.

Phone: Residence: Enter the phone number for the child's principle address.

Business: Enter the business phone number for the child's parent or legal guardian.

Other: Enter all alternate phone numbers, if available, cell or message phone.

Attachment: Mark all applicable boxes indicating what attachments are included in the referral. Forms for the HIPPA compliant release and application for CCS are available on the CCS website at:

http://inside.hipaa.saccounty.net/coswcms/groups/public/@wcm/@pub/@hipaa/@intra/documents/webcontent/sac_01162.pdf

LEA contact person: Enter the name of the appropriate person who works for the LEA or SELPA who will receive all correspondence from CCS regarding the referral and ongoing CCS MTP notifications and correspondence.

Title: Enter the working title of the contact person, such as "Program Specialist" or "Teacher".

Agency: Enter the name of the agency for whom the contact person works.

Address: Enter the address of the contact person where all CCS correspondence and notifications will be sent.

Phone: Enter the phone number of the contact person.

Email: If applicable, enter the email address of the contact person.

Education Referral to CCS/MTP

5/8/2009

APPLICATION TO DETERMINE CCS PROGRAM ELIGIBILITY

This application is to be completed by the parent, legal guardian, or applicant (if age 18 or older, or an emancipated minor) in order to determine if the applicant is eligible for CCS services/benefits. The term "applicant" means the child, individual age 18 or older, or emancipated minor for whom the services are being requested. For instructions on completing this form, please see page 4. Please type or print clearly.

A. Applicant Information

1. Name of applicant (last) (first) (middle)		Name on birth certificate (if different)		Any other name the applicant is known by	
2. Date of birth (month, day, year)		3. Place of birth—county and state		Country, if born outside the U.S.	
4. Applicant's residence address (number, street) (do not use a P.O. box)			City	County	ZIP code
5. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		6. Race/ Ethnicity		7. Social security number (optional)	
8. What is the applicant's suspected eligible CCS condition or disability?					
9. Name of applicant's physician				10. Physician's phone number ()	

B. Parent/Legal Guardian Information (Applicants age 18 or older, or emancipated minors skip items 11 and 13.)

11. Name(s) of parent or legal guardian		12. Mother's first name (if not identified in 11)		Maiden name	
13. Residence address (number, street) (do not use a P.O. box)			City	County	ZIP code
14. Mailing address (if different from 13)			City	County	ZIP code
15. Day phone number ()		16. Evening phone number ()		17. Message phone number ()	
18. What language do you speak at home?					

C. Health Insurance Information

19. Does the applicant have Medi-Cal? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what is the applicant's Medi-Cal number?		Is there a share-of-cost? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what amount do you pay per month? \$	
20. Is the applicant enrolled in the Healthy Families program? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what is the name of the plan?					
21. Does the applicant have other health insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what is the name of the insurance plan or company?					
Type of insurance plan or company <input type="checkbox"/> Preferred Provider (PPO) <input type="checkbox"/> Health Maintenance Organization (HMO) <input type="checkbox"/> Other							
22. Does the applicant have dental insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No				23. Does the applicant have vision insurance? <input type="checkbox"/> Yes <input type="checkbox"/> No			

D. Certification (Initial and sign below. Your signature authorizes the CCS program to proceed with this application.)

___ I am applying to the CCS program in order to determine eligibility for services/benefits. I understand that the completion of this application does not assure acceptance of the applicant by the CCS program.

___ I give my permission to verify my residence, health information, or other circumstances required to determine eligibility for CCS services/benefits.

___ I certify that I have read and understand the information or have had it read to me.

___ I also certify that the information I have given on this form is true and correct.

Signature of person completing the application		Relationship to the applicant		Date
Signature of witness (only if the person signed with a mark)				Date

Mail this form to your county CCS office.

INSTRUCTIONS FOR COMPLETING THE CALIFORNIA CHILDREN'S SERVICES APPLICATION FORM (DHCS 4480)

se, it clearly so your application can be processed as quickly as possible.

se fill out each section completely. If you do not provide all the information, CCS will not be able to proceed with your cation. If you need help filling out this form, please contact your county CCS office.

the application is completed, mail it to your county CCS office (see page 6). Remember to sign and date the form.

Section A: Applicant Information ("Applicant" means the child, individual age 18 or older, or emancipated minor for whom services are being requested.)

Applicant's name: Fill in the applicant's last, first, and middle name. In the next box, write the applicant's full name as it appears on his/her birth certificate if different from his/her name. If the applicant is known by any other name, please include that name in the last box.

Applicant's date of birth: Write the month, day, and year of the applicant's birth.

Place of birth: Write the county and state where applicant was born. Include the country if the applicant was born outside the U.S.

Address: Write the street number, street name, apartment number, city, county, and ZIP code of the applicant's current residence in this space. Please do not use a P.O. box.

Applicant's gender: Place a checkmark or an X in the correct gender box (male or female).

Race/Ethnicity: Please enter the category from the following list which best describes the applicant's primary race/ethnicity:

- Alaskan Native
- Amerasian
- American Indian
- Asian
- Indian Indian
- Black/African American
- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hispanic/Latino
- Japanese
- Korean
- Laotian
- Samoan
- Vietnamese
- White
- Other

Applicant's social security number (optional): Please write the applicant's nine-digit social security number.

Suspected CCS condition or disability: Write down the applicant's disability or special health care need that would be treated by CCS. The enclosed description of CCS eligible conditions may help you (see "What medical conditions does CCS cover" on page 1). If you don't know, ask the applicant's doctor or leave the space blank. CCS will follow up with the applicant's physician if more information is needed.

Name of applicant's physician: Write the name of the applicant's physician.

Physician's phone number: Write the phone number for the physician listed in number 9.

Section B: Parent/Legal Guardian Information (Applicants age 18 or older, or emancipated minors skip items 11 and 13.)

Parent/guardian name(s): Write the name(s) of the applicant's parent(s) or the name(s) of the applicant's legal guardian(s).

Mother's first name and maiden name: Write the applicant's mother's first name and maiden name.

Address: Write the street number, street name, apartment number, city, county, and ZIP code of your current residence. Please do not use a P.O. box.

Mailing address: If this address is different from number 13, please write the street number, street name, city, and ZIP code.

Daytime phone number: Please write the phone number where you can be reached during the day.

Evening phone number: Please write the phone number where you can be reached during the evening.

Message phone number: Please write your message phone number if applicable.

Language(s) spoken: Write down the language you speak at home.

Section C: Health Insurance Information

If CCS thinks you may qualify, they will ask you to apply for Medi-Cal if you are not currently receiving Medi-Cal health care benefits.

9. If the applicant does not receive Medi-Cal, check "No" and go to number 20. If the applicant receives Medi-Cal, check "Yes" and fill in the applicant's Medi-Cal number. If you pay a portion of the cost of your Medi-Cal insurance, check "Yes" and fill in the amount of your shared cost. If you don't, check "No" and go to number 20.
10. If the applicant receives health insurance from the Healthy Families program please check "Yes" and fill in the name of the plan. If the applicant does not, check "No." Healthy Families is a special health insurance program for moderate to low income families. If you think you might qualify, you can ask your county CCS program about how to apply for the Healthy Families program.
11. If the applicant does not have other health insurance, check "No" and go to number 22. If the applicant has health insurance, check "Yes" and fill in the name of the insurance plan or company. Then check the appropriate box depending upon what type of insurance it is. Your insurance forms will tell you what type of health insurance you have. If you are not sure, you can call your health insurance company and ask them.
12. If the applicant has dental insurance, check "Yes." If the applicant does not have dental insurance, check "No."
13. If the applicant has vision insurance, check "Yes." If the applicant does not have vision insurance, check "No."

Section D: Certification

Be sure to sign and date in ink. If signature is signed with a mark, please have a witness sign his or her signature and fill in the date.

Under "Relationship to the applicant," enter father, mother, legal guardian, or self (in the case of individuals age 18 or older, or emancipated minors).

Submitting Your Application

Mail or deliver your application to your county CCS office. To find your county CCS office, go to www.dhcs.ca.gov/services/ccs or look in the government section of your local telephone directory under California Children's Services or county health department.

SOLICITUD PARA DETERMINAR SI EL SOLICITANTE PUEDE PARTICIPAR EN EL PROGRAMA CCS

Este formulario debe ser completado por el padre, el tutor o el solicitante (si cumplió los 18 años de edad o es un menor de edad emancipado) para determinar si el solicitante cumple con los requisitos para recibir servicios y beneficios de CCS. El término "solicitante" significa a la persona de 18 años de edad o más o el menor de edad emancipado para el que se solicitan los servicios. Para obtener instrucciones sobre cómo completar este formulario, consulte la página 4. Escriba a máquina o claramente en letras de molde.

Información sobre el solicitante

Nombre del solicitante (apellido) (nombre) (segundo nombre)		Nombre en el certificado de nacimiento (si es diferente)	¿Algún otro nombre por el que se conoce al solicitante	
Fecha de nacimiento (mes, día, año)		3. Lugar de nacimiento, condado y estado		Pais, si nació fuera de EE.UU.
Dirección del solicitante (número y calle) (no usar casilla postal)		Ciudad	Condado	Código postal
Sexo <input checked="" type="checkbox"/> Masculino <input type="checkbox"/> Femenino		6. Raza/ etnia		7. Número del seguro social (optativo)

Cuál es el problema o la discapacidad del solicitante que se sospecha que cumple con los requisitos de CCS?

Nombre completo del médico del solicitante	10. Número de teléfono del médico ()
--	--

Información sobre el padre o tutor (los solicitantes de 18 años de edad o mayores o los menores emancipados saltean los ítems 11 y 13).

Nombre(s) completo(s) del/de los padre(s) o tutor(es)		12. Nombre de la madre (si no se identificó en 11)	Apellido de soltera	
Dirección (número y calle) (no usar casilla postal)		Ciudad	Condado	Código postal
Dirección postal (si no es la misma que la del 13)		Ciudad	Código postal	
14. Número de teléfono diurno ()	16. N° de teléfono nocturno ()	17. N° para mensajes telefónicos ()	18. ¿Qué idioma se habla en su casa?	

Información sobre el seguro de salud

¿Tiene Medi-Cal el solicitante? <input type="checkbox"/> Sí <input type="checkbox"/> No		Si tiene, ¿cuál es el número de Medi-Cal del solicitante?		¿Comparte el costo? <input type="checkbox"/> Sí <input type="checkbox"/> No		Si lo comparte, ¿cuánto paga por mes? \$	
¿Está inscrito el solicitante en el programa Healthy Families? <input type="checkbox"/> Sí <input type="checkbox"/> No		Si lo está, ¿cómo se llama el plan?					
¿Tiene el solicitante otro seguro de salud? <input type="checkbox"/> Sí <input type="checkbox"/> No		Si lo tiene, ¿cómo se llama el plan o la compañía de seguros?					
Tipo de plan o compañía de seguros <input type="checkbox"/> Proveedor Preferente (PPO) <input type="checkbox"/> Organización para el Mantenimiento de la Salud (HMO) <input type="checkbox"/> Otro: _____							
¿Tiene seguro dental el participante? <input type="checkbox"/> Sí <input type="checkbox"/> No				23. ¿Tiene seguro de la vista el solicitante? <input type="checkbox"/> Sí <input type="checkbox"/> No			

Certificación (Coloque sus iniciales y firme a continuación. Su firma autoriza al programa CCS a proceder con esta solicitud).

- Solicito el programa CCS para determinar el cumplimiento de requisitos para obtener servicios y beneficios. Entiendo que completar esta solicitud no garantiza la aceptación del solicitante en el programa CCS.
- Doy permiso para que se verifique mi dirección, información sobre la salud u otras circunstancias que se requieran para determinar el cumplimiento de requisitos para recibir servicios y beneficios CCS.
- Certifico que he leído y comprendo la información o que me la han leído.
- También certifico que la información que escribí en este formulario es verdadera y correcta.

Nombre de la persona que llenó la solicitud	Relación con el solicitante	Fecha
Firma del testigo (sólo si la persona firmó con una marca)		Fecha

Envíe este formulario por correo a la oficina CCS de su condado. Consulte la página 6 para obtener una lista de direcciones.

**INSTRUCCIONES PARA COMPLETAR EL FORMULARIO
PARA SOLICITAR SERVICIOS PARA NIÑOS DE CALIFORNIA (DHCS 4480)**

escriba claramente en letras de molde para que su solicitud se pueda tramitar lo más rápidamente posible.

Complete cada sección completamente. Si no da toda la información, CCS no podrá proceder con su solicitud. Si necesita ayuda para llenar este formulario, póngase en contacto con la oficina CCS de su condado.

Después de completar la solicitud, envíela por correo a la oficina CCS de su condado (consulte la página 6). No olvide firmar el formulario y colocarle la fecha.

Sección A: Información sobre el solicitante ("Solicitante" significa el niño, la persona de 18 años de edad o mayor, o el menor de edad emancipado para el que se solicitan los servicios).

1. **Nombre del solicitante:** Escriba el apellido, el nombre y el segundo nombre del solicitante. En la casilla que sigue, escriba el nombre completo del solicitante como aparece en su certificado de nacimiento si no es igual a su nombre. Si el solicitante se conoce por cualquier otro nombre, escriba ese nombre en la última casilla.

2. **Fecha de nacimiento del solicitante:** Escriba el mes, el día y el año del nacimiento del solicitante.

3. **Lugar de nacimiento:** Escriba el condado y el estado en los que nació el solicitante. Si el solicitante nació fuera de EE.UU., escriba el país.

4. **Dirección:** En este espacio, escriba el número de la calle, el nombre de la calle, el número del departamento, la ciudad, el condado y el código postal del lugar donde vive ahora el solicitante. No use ninguna casilla de correo.

5. **Género del solicitante:** Ponga una marca o una X en la casilla que corresponda al género (masculino o femenino).

6. **Raza o etnia:** Ponga la categoría de la lista que aparece más abajo que mejor describa la raza o etnia principal del solicitante:

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> Nativo de Alaska | <input type="checkbox"/> Chino | <input type="checkbox"/> Laciano |
| <input type="checkbox"/> Amerasiático | <input type="checkbox"/> Filipino | <input type="checkbox"/> Samoano |
| <input type="checkbox"/> Indígena norteamericano | <input type="checkbox"/> Guaymeño | <input type="checkbox"/> Vietnamita |
| <input type="checkbox"/> Asiático | <input type="checkbox"/> Hawaiano | <input type="checkbox"/> Blanco |
| <input type="checkbox"/> Indio asiático | <input type="checkbox"/> Hispano/latino | <input type="checkbox"/> Otro |
| <input type="checkbox"/> Negro/afroamericano | <input type="checkbox"/> Japonés | |
| <input type="checkbox"/> Camboyano | <input type="checkbox"/> Coreano | |

7. **Número del seguro social del solicitante (optativo):** Escriba el número de nueve cifras del seguro social del solicitante.

8. **Problema o discapacidad que se sospecha que cumple con los requisitos de CCS:** Escriba la discapacidad o la necesidad especial de atención de la salud del solicitante que trataría el CCS. La descripción adjunta de los problemas que cumplen con los requisitos de CCS lo puede ayudar (consulte "¿Qué problemas médicos cubre CCS?" en la página 1). Si no sabe, pregunte al médico del solicitante o deje el espacio en blanco. Si hace falta más información, CCS se pondrá en contacto con el médico del solicitante.

9. **Nombre completo del médico del solicitante:** Escriba el nombre completo del médico del solicitante.

10. **Número de teléfono del médico:** Escriba el número de teléfono del médico que puso en el número 9.

Sección B: Información sobre el padre o tutor (Los solicitantes de 18 años de edad o mayores o los menores de edad emancipados saltean los números 11 y 13).

11. **Nombres completo(s) del/de los padre(s) o tutor(es):** Escriba el/los nombre(s) del/de los padre(s) del solicitante o del/de los tutor(es) del solicitante.

12. **Nombre y apellido de soltera de la madre:** Escriba el nombre y el apellido de soltera de la madre del solicitante.

13. **Dirección:** Escriba el número de la calle, el nombre de la calle, el número del departamento, la ciudad, el condado y el código postal del lugar en que usted vive ahora. No use ninguna casilla de correo.

14. **Dirección postal:** Si la dirección es diferente de la del número 13, escriba el número de la calle, el nombre de la calle, la ciudad y el código postal.

15. **Número de teléfono diurno:** Escriba el número de teléfono al que se lo puede llamar durante el día.

16. **Número de teléfono nocturno:** Escriba el número de teléfono al que se lo puede llamar durante la noche.

17. **Número para mensajes telefónicos:** Si corresponde, escriba el número de teléfono para dejarle mensajes telefónicos.

Idioma(s) que habla: Escriba el idioma que usted habla en su casa.

Sección C: Información sobre el seguro de salud

CCS cree que usted puede cumplir con los requisitos de participación, le pedirán que solicite Medi-Cal si en la actualidad no recibiendo beneficios Medi-Cal para la atención de la salud.

Si el solicitante no recibe Medi-Cal, marque "No" y pase al número 20. Si el solicitante recibe Medi-Cal, marque "Sí" y escriba el número de Medi-Cal del solicitante. Si usted paga una parte del costo de su seguro Medi-Cal, marque "Sí" y escriba la cantidad del costo que comparte. De lo contrario, marque "No" y pase al número 20.

Si el solicitante recibe seguro de salud del programa Healthy Families, marque "Sí" y escriba el nombre del plan. Si el solicitante no recibe ese seguro, marque "No". Healthy Families es un programa de seguro especial para las familias de ingresos moderados a bajos. Si le parece que puede cumplir con los requisitos, pregúntele al programa CCS de su condado cómo puede solicitar participar en el programa Healthy Families.

Si el solicitante no tiene otro seguro de salud, marque "No" y pase al número 22. Si el solicitante tiene seguro de salud, marque "Sí" y escriba el nombre del plan o de la compañía de seguros. Después marque la casilla que corresponda, dependiendo de la clase de seguro que sea. Sus formularios de seguros le indican la clase de seguro de salud que tiene. Si no está seguro puede llamar a su compañía de seguros y preguntarles.

Si el solicitante tiene seguro dental, marque "Sí". Si el solicitante no tiene seguro dental, marque "No".

Si el solicitante tiene seguro de la vista, marque "Sí". Si el solicitante no tiene seguro de la vista, marque "No".

Sección D: Certificación

Debe asegurarse de firmar y poner la fecha con tinta. Si firma con una marca, pida a un testigo firme y ponga la fecha.

En la sección "Relación con el solicitante", coloque padre, madre, tutor o sí mismo (en el caso de las personas de 18 años de edad o mayores, de los menores de edad emancipados).

Sección E: Entrega de su solicitud

Envíe su solicitud por correo o entregue su solicitud a la oficina CCS de su condado. Para encontrar la oficina CCS de su condado visite www.dhcs.ca.gov/services/ccs o busque en la sección de gobierno del directorio telefónico local bajo *California Children's Services* (Servicios para los Niños de California) o *County Health Department* (Departamento de Salud del condado).



Authorization to Release Health Records

Department of Health and Human Services
California Children Services
9616 Micron Avenue, Suite 540
Sacramento, CA 95827
(916) 875-9900

Records and Information Pertaining To

LAST NAME:		DATE:	HIPAA FILE NUMBER:
SSN OR ID:	COUNTY RECORD NUMBER:	FIRST NAME:	MIDDLE INITIAL:
ADDRESS:		DATE OF BIRTH:	

Check mark the types of Confidential information to be released

<input type="checkbox"/> Entire Record (excludes HIV, Mental Health & Alcohol/Drug info)	<input type="checkbox"/> Lab Tests	<input type="checkbox"/> Attendance Only Records
<input type="checkbox"/> Include HIV or AIDS Information	<input type="checkbox"/> Medication	<input type="checkbox"/> Consultation Reports/ Physician Orders
<input type="checkbox"/> Include Alcohol/Drug Information	<input type="checkbox"/> Treatment or Personal Service Plan	<input type="checkbox"/> Progress Reports/Notes
<input type="checkbox"/> Include Mental Health Information	<input type="checkbox"/> Discharge Summary	<input type="checkbox"/> Psychiatric/Psychological Assessment/Testing Results
<input type="checkbox"/> Medical Records relating to _____	<input type="checkbox"/> Social History	<input type="checkbox"/> Billing or Payment Information
<input type="checkbox"/> Records from a specific visit or hospitalization (enter date and location)	_____	
<input type="checkbox"/> Other _____	_____	

Send the information to the following provider/agency or person to receive my confidential health information (if more than one see Attachment A)

PROGRAM/AGENCY/OFFICE NAME		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

Authorization will expire on _____ date.

Specifically write the purpose(s) for obtaining this confidential health information

Important Note

Special kinds of health information have specific laws and rules that have to be followed before that information can be disclosed.

HIV, Alcohol and Drug, and Mental Health Treatment: These records are protected under federal or state law and cannot be disclosed without your written authorization unless otherwise provided. Re-disclosure of these records is not allowed, except in compliance with state or federal law or with your written permission. All HIV test information released must be labeled with a statement that: "This information may not be disclosed to any one without the specific written authorization of the individual."

I understand that my representative or I may revoke this authorization to obtain, use and disclose my information at any time in writing. I understand this change will not affect information that has already been shared. I understand that this authorization is voluntary; that my health information may be protected under federal or state confidentiality laws. I understand that these federal or state laws may not apply to the person or organization receiving the information being shared. I understand that I may choose not to sign this authorization and this will not affect my ability to obtain treatment or payment or my current eligibility for health care benefits. However, if this information is necessary to determine if I am eligible to enroll in the Sacramento County Health program, I may not be able to show I qualify for these services.

(If applicable) I understand that County of Sacramento has been asked to provide a health care service to me (such as a test or evaluation) only for the purpose of being able to provide that information to someone else, and if I choose not to authorize the disclosure of that information to the other person, then County of Sacramento may not provide that health care service to me.

Full Legal Signature or Mark of Individual _____ Date _____

Full Legal Signature of Representative _____ Relationship _____ Date _____

Signature of County Representative _____ Date _____

If the signer is a guardian or legal custodian of an adult, minor, emancipated minor or a representative of a deceased patient and is authorized by state law to act on behalf of the individual in making decisions about health care, a copy of the legal authority (guardianship or custody order) must be attached to this form. If the signer is a personal representative that does not have the legal authority, the client must provide documentation in writing appointing this person as a representative and this documentation must be attached.

Attachment A
For releasing to more than one Program/Agency/Office:

Enter who you want to Share your Health Information with:

PROGRAM/AGENCY/OFFICE NAME:		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

PROGRAM/AGENCY/OFFICE NAME:		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

PROGRAM/AGENCY/OFFICE NAME:		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

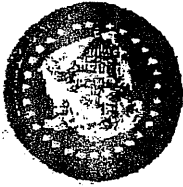
PROGRAM/AGENCY/OFFICE NAME:		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

PROGRAM/AGENCY/OFFICE NAME:		
ADDRESS:	CITY/STATE:	ZIP CODE:
TELEPHONE NUMBER:	FAX NUMBER:	CONTACT NAME (IF KNOWN):

I agree that the County of Sacramento may send my health information as indicated above to the Program/Agency/Offices indicated in this Authorization:

ii Legal Signature or Mark of Individual		Date
iii Legal Signature of Representative	Relationship	Date
Signature of County Representative		Date

If the signer is a guardian or legal custodian of an adult, minor, emancipated minor or a representative of a deceased patient and is authorized by state law to act on behalf of the individual in making decisions about health care, a copy of the legal authority (guardianship or custody order) must be attached to this form. If the signer is a personal representative and does not have the legal authority, the client must provide documentation in writing appointing this person as a representative and this documentation must be attached.



Authorization to Release Health Records

Department of Health and Human Services
California Children Services
9616 Micron Avenue, Suite 640
Sacramento CA 95827
(916) 875-9900

Instructions:

VERIFICATION: We are required to verify you have the authority to sign this form. You will need to provide picture identification, like a California state ID or a California driver's license. (See HIPAA Privacy policy and procedures for other acceptable forms of identification). You are required to attach a copy of the picture identification or present it in person.

VERIFICATION for Personal Representative: If the signer is a guardian or legal custodian of an adult, minor, emancipated minor or a representative of a deceased patient and is authorized by state law to act on behalf of the individual in making decisions about health care, a copy of the legal authority (guardianship or custody order) must be attached to this form. If the signer is a personal representative that does not have the legal authority, the client must provide documentation in writing appointing this person as a representative and this documentation must be attached.

ABOUT THE FORM: This authorization is a Voluntary Form. Be sure the individual understands it before signing.

EXPIRATION DATE: The expiration date cannot exceed one year from the client's signature date. In addition, if this release is for an event – enter the event expiration date.

RIGHT TO REVOKE: The individual has a right to revoke this form. When an individual revokes written authorization to disclose information, the County of Sacramento must boldly mark the authorization form "revoked" and include the date and signature of the requesting individual.

COPY TO THE INDIVIDUAL: If our program initiates this authorization from an individual, we must provide the individual with a copy of the signed authorization.

VALID AUTHORIZATION: THIS AUTHORIZATION IS NOT VALID IF:

- The expiration date has passed or the one time event is known by the covered entity to have occurred.
- The authorization has not been filled out completely, with respect to any applicable elements described below
 - A description of the information to be used or disclosed that identifies the information in a specific and meaningful fashion.
 - The name or other specific identification of the person authorized to make the requested use or disclosure.
 - A description of each purpose of the requested use or disclosure. The statement "at the request of the individual" is a sufficient description of the purpose when an individual initiates the authorization and does not, or elects not to, provide a statement of the purpose.
 - An expiration date or an expiration event that relates to the individual or the purpose of the use or disclosure. The statement "end of the research study," "none," or similar language is sufficient if the authorization is for a use or disclosure of protected health information for research, including for the creation and maintenance of a research database or research repository.
 - Signature of the individual and date. If a personal representative of the individual signs the authorization, a description of such representative's authority to act for the individual must also be provided.

CALIFORNIA CHILDREN'S SERVICES

Sacramento County CCS Office
9616 Micron Avenue, Suite 640
Sacramento, CA 95827
(916) 875-9900

5/8/2009

LEA/SELPA
Street Address
City, State Zip

ATTENTION:

RE: (Child's Name)

BIRTH DATE:

This is to notify you that a referral was made to the California Children's Services (CCS) Medical Therapy Program (MTP). An incomplete referral was received by CCS on _____.

The following information is missing and without its completion, the CCS program is unable to process the referral at this time:

- First name of child being referred
- Last name of child being referred
- Date of birth
- Telephone (or message) number
- Address
- Services Requested
- Name of parent or Legal Guardian (first/last name)
- Application to the CCS office
- Child's medical diagnosis
- Current medical records
- Parental permission for exchange of information between agencies

If the requested information is not received, no further action will be taken on your referral. If you need assistance, please call Sacramento County CCS Office at (916) 875-9900.

Sincerely,

California Children's Services

LEA-1

We sent a copy of this letter to:

CALIFORNIA CHILDREN'S SERVICES

Sacramento County CCS Office
9616 Micron Avenue, Suite 640
Sacramento, CA 95827

5/8/2009

LEA/SELPA
Street Address
City, State Zip

RE: (Child's name)

BIRTH DATE:

Dear:

The California Children's Services (CCS) program is required to inform the child's Parent/Legal guardian and the Local Education Agency (LEA) Special Education Local Plan Area (SELPA) of the procedure to determine medical eligibility for the Medical Therapy Program (MTP).

1. The CCS program Medical Consultant will determine medical eligibility for the MTP.
2. After careful review of the available medical reports the Medical Consultant Will determine medical eligibility based on California Code of Regulations, Title 2, Section 60300 (j) and CCS program policy and will make one of the following decisions:
 - a. Approve medical eligibility for MTP services.
 - b. Deny medical eligibility for MTP services.
 - c. Defer medical eligibility determination until receipt of additional medical information is available.

If you have any questions, please contact the Sacramento County CCS office at (916) 875-9000.

Sincerely,

California Children's Services

LEA-4

We sent a copy of this letter to:

CALIFORNIA CHILDREN'S SERVICES

Sacramento County CCS Office
9616 Micron Avenue, Suite 640
Sacramento, CA 95827
(916) 875-9900

5/8/2009

LEA/SELPA
Street Address
City, State Zip

ATTENTION:

RE: (Child's Name)

BIRTH DATE:

California Children's Services (CCS) has received a referral from this child's Local Education Agency (LEA)/Special Educational Local Plan Area (SELPA) for CCS Medical Therapy Program (MTP) services. This notice is to inform the LEA that this child is medical eligible for the MTP and the following has been completed thus far:

- () Therapy Assessment Plan signed by parent/legal guardian and LEA/SELPA notified
- () CCS Program Services Agreement signed by parent/care giver
- () MTP consent to Treat signed by parent/care giver
- () Assessment report for therapy and proposed therapy plan has been reviewed with parent/caregiver
- () Notice of Medical Therapy Conference (MTC) has been sent to parent/care giver And to the LEA/SELPA or child will be seen by private CCS panel physician
- () Child has been examined by a physician
- () Therapy plan has been signed by the physician and approved by the MTC team and a copy has been given to parent/care giver and LEA/SELPA

Sincerely,

California Children's Services

LEA-2

We sent a copy of this letter to:

CALIFORNIA CHILDREN'S SERVICES
Sacramento County CCS Office
9616 Micron Avenue, Suite 640
Sacramento, CA 95827

CHILD'S NAME:

BIRTH DATE:

CCS:

CIN:

COUNTY:

NOTICE OF ACTION (NOA)

Dear

This is a Notice of Action. We call it NOA for short. This NOA is to tell you that referral, services or eligibility to California Children's Services is denied as of:

This will not affect Medi-Cal or Healthy Families benefits, if applicable.
Your child's health is important to us, but you have not met CCS program requirements, therefore, CCS eligibility cannot be approved.

Reason:

Citation:

If you disagree with this decision, you may appeal. The deadline to appeal is 05/23/2009, which is 30 days from the date of this NOA. Read the enclosed information to learn more about your right to appeal.

If you have any questions, or would like to give us more information, please call Sacramento County CCS Office at (916) 875-9900.

Sincerely,

California Children's Services

309084-2009

Included with this letter:

How to Appeal

This NOA is required by California Code of Regulations, Title 22, Section 42701.

We sent a copy of this letter to:

CALIFORNIA CHILDREN'S SERVICES

Sacramento County CCS Office
9616 Micron Avenue, Suite 640
Sacramento, CA 95827

5/8/2009

LEA/SELPA
Street Address
City, State Zip

RE: (Child's name)

BIRTH DATE:

Dear:

At this time, there is insufficient medical documentation to determine if the above child is medically eligible for the California Children's Services (CCS) Medical Therapy Program (MTP). The CCS program will:

- Request Additional information from: _____
- Authorize a diagnostic evaluation for the purpose of documenting physical findings including neuromuscular and musculoskeletal findings from which medical eligibility for the MTP can be determined by CCS.

Authorization is attached, please call to make an appointment.

If you have any questions, please contact the Sacramento County CCS Office at (916) 875-9900.

Sincerely,

California Children's Services

LEA-5

We sent a copy of this letter to:



County of Sacramento
 Department of Health & Human Services
 California Children's Services

SAMPLE

THERAPY ASSESSMENT PLAN

Name: _____ Birth Date: _____

Your child has been referred to the CCS Medical Therapy Program(MTP) for a Physical Therapy and/or Occupational Therapy assessment for medically necessary therapy services. Some of the following tests will be administered to develop a proposed therapy plan.

ACTIVITIES OF DAILY LIVING (ADL): Functional skills such as mobility, transfers, ambulation, gait, eating, dressing, bathing, grooming, toileting, home skills and use of adaptive equipment.

CLINICAL OBSERVATIONS: Therapist's observations of the patient during the evaluation. This may include the child's neuromuscular impairment status.

FINE/GROSS MOTOR: Motor maturity through age appropriate responses.

FUNTIONAL IMPROVEMENT SCORE (FISC): Measurement of child's status in mobility, ADLs, and effectiveness of the MTP.

MANUAL MUSCLE TEST: Measurement of muscle strength.

MOBILITY: Manner in which the patient moves about his/her environment.

NEUROMOTOR IMPAIRMENT SEVERITY SCORE (NISS): Assessment of motor control, upright postural responses and tone.

ORAL MOTOR: Examination of the oral cavity, oral/facial reflexes and muscles.

PERCEPTION: Standardized testing of patient's ability to receive, interpret, and use sensory input.

PHOTOS/VIDEO TAPE: Pictorial record of patient's physical status.

POSTURAL ALIGNMENT: Posture as it relates to the skeletal system and functional abilities.

RANGE OF MOTION: Standardized testing of passive and active joint range.

REFLEXES: Postural responses, balance and equilibrium reactions.

SENSORY: Response to position in space, object identification, two-point discrimination, sharp/dull discrimination.

I have received the plan and consent to assessment of any of the above areas for my child, and understand the child's status or progress will be monitored using these assessments at periodic intervals.

Parent/Legal Guardian/Client: _____ Date: _____

SAMPLE

**CALIFORNIA CHILDREN'S SERVICES (CCS)
CONSENT FOR MEDICAL THERAPY PROGRAM SERVICES**

Medical Therapy Unit

I hereby authorize California Children's Services to provide the medically necessary physical therapy and/or occupational therapy services through the Medical Therapy Program for CCS Consent for MTP Services.

These services may include therapy evaluation, treatment, monitoring, instruction, consultation, and periodic review by the Medical Therapy Conference team to assess the need for implementing, modifying, and/or continuing services.

I understand that I have the right to appeal if I disagree with the CCS-approved therapy plan and that a copy of the appeal process is attached to this form.

Signature of Parent, Caregiver, or Patient
(if over 18 years of age)

Relationship to Patient

Date

Signature of CCS Representative

Print name of CCS Representative

Date

CALIFORNIA CHILDREN'S SERVICES

Sacramento County CCS Office
9616 Micron Avenue, Suite 840
Sacramento, CA 95827

5/8/2009

LEA/SELPA
Street Address
City, State Zip

ATTENTION:

RE: (Child's name)

BIRTH DATE:

There may be a delay in responding to your referral for California Children's Services (CCS) Medical Therapy Program (MTP) services because of one or more of the following:

- Parent/legal guardian has not made or kept appointment for diagnostic evaluation
- No medical reports have been received from authorized physician in order to review and determine medical eligibility.
- Parent/legal guardian has not signed CCS Program Services Agreement
- Parent/care giver has not signed the Consent for Treatment
- Parent/care giver has not made or kept appointment for Therapy Assessment
- Parent/care giver has not kept appointment for Medical Therapy Conference
- Other

Sincerely,

California Children's Services

LEA-3

We sent a copy of this letter to:

Countywide Services Agency

Department of
Health and Human Services

Division of Public Health
Glennah Trochet, M.D.
County Health Officer



Terry Schutten, County Executive
Jim Hunt, Acting Agency Administrator
Ann Edwards-Buckley, Acting Department Director

County of Sacramento

NOTIFICATION TO THE LEA/SELPA OF MEDICAL THERAPY PROGRAM STATUS

Date:

To:

Re: Birthdate:

This notice is to inform the LEA/SELPA the following:

- Child has been determined to be medically eligible for the Medical Therapy Program * (MTP).
- Therapy Assessment Plan signed by parent/caregiver and the LEA/SELPA notified.
- CCS Program Services Agreement signed by parent/legal guardian.
- Consent for MTP services signed by parent/caregiver.
- Assessment report for therapy and proposed therapy plan completed.
- Child examined by the Medical Therapy Conference (MTC) physician or by the CCS approved private paneled physician.
- Therapy Plan signed by the physician and approved by the MTC team.
- Child's case is currently active in the MTP and services are place.
- Child's case is open to the MTP. At this time, CCS is unable to provide therapy services as identified on the approved CCS Medical Therapy Plan. See attached approved therapy plan.
- MTU therapy services will be initiated.

***For new MTP clients:** Upon receipt of the signed CCS Program Services Agreement, MTP Agreement, Therapy Assessment Plan and the Consent for MTP services, parent/caregiver/legal guardian will be notified by the Medical Therapy Unit for the initial therapy assessment.

Name/Title

Parent/Caregiver, LEA
LEA - 9

Medical Therapy Plan - OCCUPATIONAL THERAPY

California Children's Services - Medical Therapy Program

Proposed Approved

Change From Previous Rx

IDENTIFICATION		
Last Name: _____	First Name: _____	Middle: _____
DOB: _____	Chronological Age: _____	Corrected Age: _____
MR#: _____	CCS# _____	OT: _____
County: _____		PT: _____
MTU: _____	Date of Completion: _____	Managing Physician: _____
Referral Date: _____	Educational Placement: _____	PCP Name: _____

PRIMARY DIAGNOSIS

TREATING DIAGNOSIS

SAMPLE

FUNCTIONAL STATUS (ADL)		10/21/2008
<small>INDPT=Independent MOD/I=Modified Independent SUP=Supervision SBA=Standby Assist CGA=Contact Guard Assist MIN=Minimal Assist MOD=Moderate Assist MAX=Maximum Assist DEP=Dependent</small>		
Lip Closure on Spoon: _____	INDPT	Don Pants with Zipper and Top Closure: _____
Finger Feeding: _____	INDPT	Don Jacket with Zipper: _____
Cup Drinking: _____	INDPT	Don Shirt with Buttons: _____
Utensil Feeding: _____	INDPT Fork	Slip on Shoes without Lacing: _____
Don Pullover Shirt: _____	MIN	Toileting: _____
Wash Hands without Drying: _____	MOD	Wash and Dry Face: _____
Don Simple Pants: _____	MOD	Brush Teeth: _____
Don Socks: _____	MOD	Shampoo Hair: _____
Spread with Knife: _____	MAX	Bathing: _____
Draw X with Pencil: _____	MAX	Fasten Shoe Laces: _____
		MAX Hook
		DEP
		DEP
		DEP
		DEP
		MAX
		MAX
		MAX
		MAX
		DEP

FUNCTIONAL GOALS AND OBJECTIVES								
G	O	Goals/Objectives	Date Established	To Be Met By	Initial Level of Assistance	Mo/Yr Level	Mo/Yr Level	Date Achieved
0		Don large elastic waist band slacks with minimal assistance.	2/6/2008	8/6/2008	MOD	10/2008	MOD	
	1	Insert feet into each pant leg with minimal assistance.	2/6/2008					10/23/2008
	2	Pull pants up over bottom with minimal assistance.	2/6/2008					
1		Don socks with minimal assistance.	10/23/2008	4/23/2009	MOD			
	1	Put sock over toes with minimal assistance.	10/23/2008					
	2	Pull sock up over heel with minimal assistance.	10/23/2008					
2		Put on a pull over sweatshirt with minimal assistance.	2/6/2008	8/6/2008	MOD	10/2008	MIN	10/23/2008

1	Lift shirt up over head with minimal assistance.	2/6/2008				10/23/2008
2	Pull shirt down over head with minimal assistance.	2/6/2008				10/23/2008

BENEFITS OF PRIOR Tx

has been making progress in his dressing skills. He can now put on a large loose pullover shirt with minimal assistance. He is helping more with putting on slacks and can put his feet in the pant legs with minimal assistance.

REHAB POTENTIAL

Good

Fair

Limited

TREATMENT PLAN

Consultation

Community Skills

Functional ADLs

DME

Evaluation

Home Program

Functional Mobility

Splinting (UE)

Monitor

School Program

Therapeutic Exercise

Modalities

MT Conference

Discharge from MTU

Transfer Training

Oral Motor

Other

Recommend OT services to work on ADL skills (especially dressing), and to work on arm strengthening activities for improved transfers.

Treatment Frequency: 2-4x/mo. 30 min.

Duration: 6 months

Proposed date of Initiation: 10/23/2008

PRECAUTION:

Therapist: _____ / _____

(signature)

(printed Name)

Physician: _____ / _____

(signature)

(printed Name)

Date: _____

RTC: _____

Physician's signature and therapist's signature are required in order for CCS MTP services to be provided and to signify an approved therapy plan.

Medical Therapy Plan - PHYSICAL THERAPY

California Children's Services - Medical Therapy Program

Proposed Approved

Change From Previous Rx

IDENTIFICATION		
Last Name: _____	First Name: _____	Middle: _____
DOB: _____	Chronological Age: _____	Corrected Age: _____
MR#: _____	CCS#: _____	OT: _____
County: _____		PT: _____
MTU: _____	Date of Completion: _____	Managing Physician: _____
Referral Date: _____	Educational Placement: _____	PCP Name: _____

PRIMARY DIAGNOSIS

TREATING DIAGNOSIS

SAMPLE

FUNCTIONAL STATUS (GM)	10/7/2008
<small>INDPT=Independent MOD/I=Modified Independent SUP=Supervision SBA=Standby Assist CGA=Contact Guard Assist MIN=Minimal Assist MCD=Moderate Assist MAX=Maximum Assist DEP=Dependent</small>	
Assume Prone on Elbows: _____	INDPT
Rolling: _____	INDPT
Crawling: _____	INDPT
Assume Quadruped: _____	INDPT
Sitting: _____	INDPT
Supine to Sit: _____	INDPT
Sit to Stand: _____	SBA
Creeping: _____	INDPT
Stand on Two Feet: _____	SBA
Move Across Room: _____	MOD/I Time:5 sec. MWC
Move Backwards: _____	MOD/I Time:5 sec. MWC
Curbs: _____	DEP
Climb Stairs: _____	DEP
Descend Stairs: _____	DEP
Move 150 Feet on Concrete: _____	MOD/I Time:100 sec. MWC
Floor <-> Chair or WC: _____	SUP
Floor <-> Stand: _____	DEP
Bed <-> Chair or WC: _____	SUP
In and Out of Bathtub: _____	DEP
On and Off of Toilet: _____	DEP

FUNCTIONAL GOALS AND OBJECTIVES								
G	O	Goals/Objectives	Date Established	To Be Met By	Initial Level of Assistance	Mo/Yr Level	Mo/Yr Level	Date Achieved
0		Ambulate with RGOs, FWW and CGA for 150 feet with/without obstacles.	2/6/2008	8/6/2008	MIN			9/30/2008
	1	Manipulate walker with CGA around obstacles.	2/6/2008					9/30/2008
	2	Improve dynamic standing balance from poor to fair.	2/6/2008					
1		Transfer mwc <-> high mat with SUP with/without transfer board.	2/6/2008	8/6/2008	SBA	10/2008	SBA	
	1	Will lock mwc brakes prior to transfer mwc <-> high mat without verbal cues.	2/6/2008					10/7/2008
	2	Will position mwc adjacent to high mat for safe transfer.	2/6/2008					
	3	Will improve scapular depression muscle strength to support his own	2/6/2008					

weight from sitting position.

BENEFITS OF PRIOR TX

ambulates with RGOs, FWW and CGA for 150 feet, with and without obstacles vs requiring min Assist at prior eval.

REHAB POTENTIAL Good Fair Limited

TREATMENT PLAN

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Consultation | <input type="checkbox"/> Community Skills | <input type="checkbox"/> Functional ADLs | <input checked="" type="checkbox"/> DME |
| <input checked="" type="checkbox"/> Evaluation | <input checked="" type="checkbox"/> Home Program | <input checked="" type="checkbox"/> Functional Mobility | <input checked="" type="checkbox"/> Splinting/Orthotics |
| <input checked="" type="checkbox"/> Monitor | <input checked="" type="checkbox"/> School Program | <input checked="" type="checkbox"/> Therapeutic Exercise | <input type="checkbox"/> Modalities |
| <input checked="" type="checkbox"/> MT Conference | <input type="checkbox"/> Discharge from MTU | <input checked="" type="checkbox"/> Transfer Training | <input checked="" type="checkbox"/> Gait Training |
| <input type="checkbox"/> Other | | | |

Treatment Frequency: Reduce to 1x/month, from 1-2x/wk. Duration: 6 mos. Proposed date of Initiation: 10/15/2008

PRECAUTION:

Therapist: _____ / _____
(signature) (printed Name)

Physician: _____ / _____
(signature) (printed Name)

Date: _____ RTC: _____

Physician's signature and therapist's signature are required in order for CCS MTP services to be provided and to signify an approved therapy plan.

CALIFORNIA CHILDREN SERVICES
MEDICAL THERAPY CONFERENCE
*** APPOINTMENT NOTICE ***

To the parent/care provider of

CA

Clinic Date:

Appointment Time:

Call to confirm or cancel this appointment before:

Place: (MTU name/address)

➤ **Please make arrangements for care of siblings in order to allow undivided focus for your child.**

- ✓ Medical Staff will not provide childcare for siblings
- ✓ No siblings are allowed to play in treatment areas.

- Bring your child's braces and equipment for review.
- Dress in or bring shorts for your child.
- CCS cannot provide transportation.
- Make arrangements for interpreter services if necessary.
- Notify your child's Alta Regional Center Service Coordinator of this appointment.

As a result of this clinic, your child's OT or PT could be modified.

Cc: LEA/SELPA
LEA-7

KAISER CLINIC
For Sacramento CCS patients
***** APPOINTMENT NOTICE *****

To the parent/care provider of:

Address:

,CA

This is a Kaiser appointment for assessment of your child's rehabilitation needs. A CCS therapist will be in attendance to discuss therapy and equipment needs with you and the physician.

Clinic Date:

Appointment Time:

Confirm or Cancel appointment by:

Call (916) _____ (_____ MTU). Do not call Kaiser for appointment confirmation /cancellation.

Place:

Pediatrics Department
Kaiser Permanente
Rancho Cordova Medical Office
10725 International Drive
Rancho Cordova, CA 95661

- **Please make arrangements for care of siblings in order to allow undivided focus for your child.**
 - ✓ Medical Staff will not provide childcare for siblings
 - ✓ No siblings are allowed to play in treatment areas.
- Bring your child's Kaiser Medical Card
- Bring your child's braces and equipment for review.
- Dress in or bring shorts for your child.
- CCS cannot provide transportation.
- Make arrangements for interpreter services if necessary.
- **Notify your child's Alta Regional Center Service Coordinator of this appointment.**

As a result of this clinic, your child's Occupational Therapy or Physical Therapy could be modified.

Cc: LEA/SELPA
LEA - 7

Elk Grove Unified School District Forms

Referral for Special Education and Related Services

Student Name: _____ D.O.B. ___/___/___ Grade: _____

Name of Parent or legal guardian: _____

Address: _____
Street City Zip Code Phone

Person making referral: _____
Name Title

Date parent notified of intent to refer: ___/___/___
Method of notifying parent of intent to refer
 Conference Phone call Written

Parent's or adult student's native language or other primary mode of communication if other than English: _____

Student's native language or other primary mode of communication: _____

Primary Concern Regarding Student: _____

Specific Reasons for Referral:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Written Language | <input type="checkbox"/> Hearing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Math | <input type="checkbox"/> Self-Help Skills | <input type="checkbox"/> Vision | <input type="checkbox"/> Social/Emotional |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Health | |
| <input type="checkbox"/> Cognitive Functioning | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Speech/Language | |

Other: _____

General Education Interventions Attempts: If this referral is by an educational representative, describe interventions attempted prior to this referral and attach documentation. (EC 56303) _____

Name of Referring Person: _____ Title: _____

For District Use Only

Date Received: ___/___/___ Date Assessment Plan due (15 days) ___/___/___

Received by: _____ Forwarded to: _____

Case Manager: _____

ASSESSMENT PLAN

Initial Annual Triennial Transition Interim Other _____

To Parent or Guardian of _____ Date ____/____/____

District _____ School _____ Grade _____ Birthdate ____/____/____

Primary language _____ English proficiency/CELD Level _____

Referred by: _____

Parent (Signature) _____
 Nurse (Signature) _____
 Teacher (Signature) _____
 Sp Ed Teacher (Signature) _____

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed. To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA/district).

Evaluation Area	Examiner Title
<input type="checkbox"/> Academic Achievement – These tests measure reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.	
<input type="checkbox"/> Health – Health information and testing is gathered to determine how your child's health affects school performance.	
<input type="checkbox"/> Intellectual Development – These tests measure how well your child thinks, remembers, and solves problems.	
<input type="checkbox"/> Language/Speech Communication Development – These tests measure your child's ability to understand and use language and speak clearly and appropriately.	
<input type="checkbox"/> Motor Development – These tests measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.	
<input type="checkbox"/> Social/Emotional/Adaptive/Behavior – These scales will indicate how your child feels about him/herself, gets along with others, and takes care of personal needs at home, school and in the community.	
<input type="checkbox"/> Post Secondary Transition – Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.	
<input type="checkbox"/> Other Measures	
<input type="checkbox"/> Alternative Means of Assessment – Describe alternative methods of assessing the child, if applicable	

I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.

I do not consent to the proposed assessment described above.

I would like the following assessment information to be considered by the IEP team: _____

Parent/Guardian Signature _____ Date ____/____/____

Address: _____

Phone Number: (____) _____

Comments: _____

NOTE: Prior Written Notice is attached if this is an initial evaluation.



ELK GROVE SPECIAL EDUCATION LOCAL PLAN AREA
 Elk Grove Unified School District
 9510 Elk Grove-Florin Road
 Elk Grove, CA 95624

AUTHORIZATION FOR USE AND/OR DISCLOSURE OF INFORMATION

Name of Student (list other names used) _____ Medical Record Number (if applicable) _____ Date of Birth _____

Address of Student _____ Phone Number _____ Other Phone Number _____

I authorize the following individual or organization to disclose the above named individual's medical/educational information as described below:

Individual or Organization Disclosing Information:

Individual or Organization Receiving Information:

Disclosing Party		ELK GROVE UNIFIED SCHOOL DISTRICT - PSYCH SERVICES	
Address		Receiving Party	
City, State, Zip Code		9510 ELK GROVE-FLORIN ROAD	
Phone Number		Address	
Fax Number		ELK GROVE, CA 95624	
		City, State, Zip Code	
		916-686-7753	
		Phone Number	
		916 - 685 - 7263	
		Fax Number	

Duration: This authorization shall become effective immediately and shall remain in effect until _____ (date) or for one year from the date of signature if no date is entered.

Revocation: I understand that I have the right to revoke this authorization, in writing, at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt, but will not apply to information that has already been released in response to this authorization.

Redisclosure: I understand that health information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

Health Info: I understand that authorizing the disclosure of health information is voluntary. I can refuse to sign this authorization. I do not need to sign this form in order to assure medical treatment.

Specify Record(s): Indicate type of information that is to be disclosed:

Medical Information
 Medication Information
 Psychiatric Information
 Mental Health
 Drug/Alcohol Information
 STD/HIV Test Results
 Education Records
 Other: _____

I request that the information released pursuant to this authorization to be used for the following purposes only:

Educational Assessment
 Educational Planning
 Other: _____

Copy of this authorization is as valid as an original.
 I understand that I have a right to receive a copy of this authorization for my records.

Signature of Student or Student's Representative _____ Description of Relationship to Student _____ Date _____

**NOTICE OF MEETING
INDIVIDUALIZED EDUCATION PROGRAM**

- Initial Annual Triennial Transition Planning Pre-Expulsion Interim Expanded
 Other _____

Student's Name _____ Birthdate ____/____/____

Address: _____

Dear _____ Today's Date: _____

An Individual Education Program (IEP) Meeting has been scheduled for your child. Your participation is important in the development of an appropriate education for your child. Your child could benefit from participation in the IEP Meeting and is invited to attend. Secondary students age 15 or older should attend the IEP Team meeting as appropriate. You may bring someone with you to the meeting. If this is your child's initial IEP meeting and your child was receiving services under Part C, through an IFSP you may request that the district invite the Part C Service Coordinator or other representative.

You are requested to attend this meeting as a participating member of the IEP team. The meeting is scheduled for:

Date: _____ Time: _____
 School/Location: _____ Room: _____

We anticipate that the following members may also attend:

Administrator/Designee:	_____	Other:	_____
Special Education Teacher:	_____	Other:	_____
General Education Teacher:	_____	Other:	_____
Student:	_____	Other:	_____
Psychologist:	_____	Other:	_____
Specialist:	_____	Other:	_____

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we will also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name: _____ Title: _____
 School/District: _____ Phone: _____

Please complete and sign this form, and return to: _____

Check the following items, as appropriate:

- I plan to attend the meeting I do not plan to attend the meeting, but am available by teleconference
- I require assistance of an interpreter: _____
- I request a different time and/or place. Please call me at home (_____) _____ work (_____) _____
- I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

_____/_____/_____
 Signature _____ Date _____

NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.345d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

NO, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

_____/_____/_____
 Signature _____ Date _____

Office of FAPE
SERVICES

Name _____ IEP Date ____/____/____

Service options considered (In selecting LRE, consideration is given to any harmful affect on the child or quality of services that the child needs) _____

SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Aids, Services, Program Accommodations, Modifications, and/or Supports	Start/End Date	Frequency	Duration	Location
<input type="checkbox"/> Student	/ /			
<input type="checkbox"/> Personnel	/ /			
<input type="checkbox"/> Student	/ /			
<input type="checkbox"/> Personnel	/ /			
<input type="checkbox"/> Student	/ /			
<input type="checkbox"/> Personnel	/ /			

Transportation None General Ed Special Ed _____

SPECIAL EDUCATION and RELATED SERVICES

Service	Start Date / /	End Date / /
Provider	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location
Comments		

Service	Start Date / /	End Date / /
Provider	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location
Comments		

EXTENDED SCHOOL YEAR (ESY)

Yes No

Service	Start Date / /	End Date / /
Provider	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location
Comments		

Programs and services will be provided according to when student is in attendance and consistent with the public school calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Folsom Cordova Unified School District Forms



Folsom Cordova Unified School District

REFERRAL FOR ASSESSMENT FOR SPECIAL EDUCATION

(Begins 15-day legal timeline)

Form with fields: STUDENT'S LAST NAME, FIRST NAME, MI, BIRTH DATE, AGE, GENDER, STUDENT ID, ETHNICITY, STUDENT LANGUAGE, HOME LANGUAGE, GRADE, SCHOOL OF ATTENDANCE, DISTRICT OF ATTENDANCE, SCHOOL OF RESIDENCE, PARENT/GUARDIAN, ADDRESS, CITY STATE, ZIP, HOME PHONE, WORK PHONE, CELL PHONE, EMAIL.

Teacher: _____ ELL

A. Describe the specific behaviors of the child which prompted this referral and areas that you feel warrant assessment for special education [Title 5, 3021(b)(1)].

Empty box for describing specific behaviors.

B. Yes No Has the student received a pre-referral early intervention services within the past two years?

If yes, Describe what the school has done in attempting to work with these behaviors and results [Title 5, 3021(b)(2)]. List interventions and length of time tried.

Empty box for describing interventions and results.

Status of: Vision: _____ Test Date: _____ Hearing: _____ Test Date: _____ Health: _____

Who has discussed this referral with the parent? _____

Dates conferences/SST were held: _____

Referral Source: _____

Date: _____ Assigned to: (Case Manager/Department) _____

ASSESSMENT PLAN MUST BE SUBMITTED TO PARENT WITHIN 15-DAYS OF REFERRAL DATE (E.C. 56321)

Approved: _____ Date _____
Administrator/Principal
Parent or Guardian Date



Folsom Cordova Unified School District

ASSESSMENT PLAN

STUDENT'S LAST NAME	FIRST NAME	MI.	BIRTHDATE	AGE	GENDER	STUDENT ID
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Dear Parent/Guardian,

ASSESSMENT PLAN DATE: _____

In order to provide the most appropriate educational program for the above-named student, an individual assessment has been recommended. Assessment will be done by appropriately qualified staff members in the areas checked below. The assessment may include pupil observation in a group setting and may include an interview with you and a review of any reports you have authorized us to request or that already exist in current school records. Assessments are selected and administered so as not to be racially, culturally or sexually discriminatory. The purpose of this assessment is to determine individual educational needs and may result in a recommendation for special education services. No Individualized Education Program will result from the assessment without initial parental consent. The following codes in the margins below identify the professionals conducting assessments in each of the specified areas:

Adapted PE Teacher = APE
 Service Coordinator (Early Start) = SC
 Hearing Specialist = HS
 Speech-Language Pathologist = SLP

Nurse = N
 Orientation & Mobility Specialist = O&M
 Program Specialist = PS
 School Psychologist = P
 Occupational Therapist = OT

General Education Teacher = GET
 Special Education Teacher = SET
 Vision Specialist = VS
 Other = O (specify): _____

Recommended

Area of Assessment	Evaluator
<input type="checkbox"/> ACADEMIC/PRE-ACADEMIC ACHIEVEMENT: Assessment to measure current readiness skills or achievement levels. May include portfolio assessment.	_____
<input type="checkbox"/> COGNITIVE DEVELOPMENT/LEARNING ABILITY: Assessment instruments to evaluate a student's general learning aptitude, and/or stage of intellectual maturation by measuring performance across a variety of verbal, numerical and visual-spatial tasks.	_____
<input type="checkbox"/> PERCEPTION/PROCESSING/MEMORY: Assessment to measure ability to receive, process, express and recall information through auditory, visual and tactile channels.	_____
<input type="checkbox"/> MOTOR DEVELOPMENT: Assessment to measure coordination, body movements and small and large muscle activities. Physical fitness skills may also be measured.	_____
<input type="checkbox"/> COMMUNICATION: Assessment to measure a student's ability to both use and understand language. Areas that may be assessed are articulation, receptive and expressive language, fluency, voice and/or social/pragmatic use of language, sign language skills.	_____
<input type="checkbox"/> SOCIAL/EMOTIONAL/BEHAVIORAL DEVELOPMENT: Assessment to help determine adjustment in social, emotional and behavioral areas.	_____
<input type="checkbox"/> SELF-HELP/ADAPTIVE: Assessment to help determine the level of personal development in activities of daily living, socialization and communication skills.	_____
<input type="checkbox"/> HEALTH/DEVELOPMENT/MEDICAL: Assessment to measure vision, hearing and current health status. They may also assess early childhood development.	_____
<input type="checkbox"/> VISUAL: Assessment to measure Braille, orientation and mobility, functional vision, sign language skills and environmental factors.	_____
<input type="checkbox"/> PREVOCATIONAL CAREER AND VOCATIONAL DEVELOPMENT: Assessment to allow a student to identify interest areas and aptitudes, assisting in setting vocational goals and making career choices.	_____
<input type="checkbox"/> OBSERVATION/INTERVIEWS: This includes observations or interviews concerning a pupil's academic and behavioral functioning in the school and/or natural setting.	_____
<input type="checkbox"/> INDEPENDENT ASSESSMENT/RECORDS:	_____
<input type="checkbox"/> OTHER:	_____

If you have any questions about this Assessment Plan, or would like more information regarding a test identified above, please contact:

Name _____ Title _____ Phone Number _____

Will assessment(s) be in the student's primary language or other mode of communication? Yes No Language: _____

PARENT ACKNOWLEDGEMENT (This Section Completed by Parent)

All areas of suspected disability are addressed in this plan. Yes No If No, please explain: _____

Do you have any prior assessments (completed within the last year)? Yes No

Check all that apply:

- I have the Notice of Procedural Safeguards enclosed with this plan and understand that the results of the assessment(s) are confidential. I understand that I will be invited to attend the Individualized Education Program (IEP) meeting to discuss these results. I also understand that no educational placement/services will occur without my permission.
- I have attached assessment(s) completed within the last year and wish them to be taken into consideration by the district.
- I give my permission for the assessment(s) indicated. I do not give my permission for the assessment(s) indicated.
- I withdraw my child from the assessment process.

Please sign and return this form by: _____

Parent/Guardian Signature: _____ Date Signed: _____

Parent No Response Date: _____

For District Use Only Assessment Plan with Parent/Guardian/Student Signature Received by Local Education Agency (LEA) on: _____



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT SELPA
STUDENT SUPPORT SERVICES
10826 Gadsten Way
Rancho Cordova, CA 95670
916.635.2802 ♦ FAX 916.852.0723

AUTHORIZATION FOR EXCHANGE OF INFORMATION

To assist in promoting the instruction, guidance and educational progress of:

NAME BIRTH DATE SCHOOL

I hereby request and authorize the exchange of information and/or release of the following records pertaining to my child between you and professional staff of the Folsom Cordova Unified School District SELPA, Student Support Services Department.

_____ Education _____ Medical _____ Psychological _____ Other

1. Name and Address

2. Name and Address

3. Name and Address

4. Name and Address

I have been made aware of my rights to purchase a copy of the records, if I desire.

Signature of Parent/Guardian/Student

Date

Address City/State Zip

Telephone Number

The recipient of this information cannot permit another party to have access to it without the written consent of the parents of the student (or consent of the student if 18 years or older).



Folsom Cordova Unified School District

INDIVIDUALIZED EDUCATION PROGRAM - MEETING NOTICE

STUDENT'S LAST NAME	FIRST NAME	MI	BIRTHDATE	AGE	GENDER	STUDENT ID
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DATE MAILED: _____

Dear Parent/Guardian/Student:

An Individual Education Program (IEP) meeting has been scheduled for your child and you are a part of the team. Your input is considered invaluable in arriving at decisions about your child's education. Your student will benefit from participation in the meeting and is invited to attend. Secondary students (age 15 and older) should attend the IEP meeting to participate in the development of their Transition Plan. Should you have concerns with the Invited Participants below, please contact this office. You may, if you wish, have a representative(s) at your own expense attend to present additional information to assist the team in its determination regarding school programming. If an interpreter is needed, please inform us in advance of your meeting. It is important that you attend the meeting. The location, date and time for the conference are listed below.

STUDENT: _____ BIRTHDATE: _____

PARENT'S ADDRESS 1: _____

PARENT'S ADDRESS 2: _____

MEETING: DATE: _____ TIME: _____ LOCATION: _____

PURPOSE/REASON FOR MEETING

INVITED PARTICIPANTS

- Parent request
- Annual review of progress
- Administrative placement
- Consider eligibility for special education
- Review/revise IEP
- Individual Transition Planning (Student is invited to attend)
- Terminate special education program
- Not making progress in current program
- Shows readiness for regular program
- Pre-Expulsion IEP*
- Behavior Plan
- Pre-discipline
- Other: _____

- Parent/Guardian
- Administrator or Designee
- General Education Teacher
- Special Education Teacher
- Psychologist
- School Nurse
- Speech-Language Pathologist
- Adapted P.E. Teacher
- Program Specialist
- Regional Center
- California Department of Rehabilitation
- Bilingual Staff
- Other: _____

- Student
- Occupational Therapist.

*Pre-Expulsion IEP meetings may be held without parent participation, unless the parent requests a postponement for up to three additional school days.

Your participation is required. Please notify this office by phone or with the form below to indicate your plans regarding attendance. If it is impossible for you to attend at the time and date scheduled, you may reschedule by calling _____ and speaking with _____. This will enable us to reschedule the meeting to meet your needs.

PARENT RESPONSE: Please check one of the choices below, sign, and return to _____

- Yes, I plan to attend the meeting at the time and day listed.
- No, I cannot attend; please reschedule. The best day and time for me would be _____ Date _____ Time _____
- No, I cannot attend this meeting, but hereby give my permission for the meeting to be held without me (CFR 300.345d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.
- No, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT'S NAME: _____ Phone: _____

Address/City/Zip: _____

Sacramento City Unified School District Forms

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
STUDENT REFERRAL/ASSESSMENT PLAN**

STUDENT'S PERMANENT I.D. NUMBER: _____ STUDENT'S SSID NUMBER: _____
 STUDENT'S NAME: _____ BIRTHDATE: / / GENDER: M OR F GRADE: _____
 LANGUAGE: HOME: _____ STUDENT: _____ CELL: YES OR NO ETHNICITY: (Primary) _____ Secondary: _____
 ADDRESS: _____ ZIP: _____ TELEPHONE: HOME: - - WORK: - - , ext. _____
 PARENT/GUARDIAN NAME: _____ ADDRESS (if Different): _____ ZIP: _____ TELEPHONE (if Different): - -
 SCHOOL OF RESIDENCE: _____ SCHOOL OF ATTENDANCE: _____ TEACHER: _____

REASON FOR REFERRAL FOR SPECIAL EDUCATION ASSESSMENT(S)

Initial Referral Date: / / (date from the Written Prior Notice form) – complete only if student is referred for the *first time* for special education assessment(s).

Parent Notified of Referral: / /

- Yes No Has the student received non-special education pre-referral early interventions services in the past two years?
 Yes No Is the student already receiving special education services but additional assessments are needed?
 Yes No Is this referral an interim placement?, If yes, the SE-22 Interim Intake Form must be attached to this document.
 Yes No Is this referral for a Triennial Assessment?, If yes, indicate current primary disability: _____
 secondary disability: _____

Reason initiating student referral for special education services (check one):

- SST, date(s) _____ (RTI/SST Form must be attached)
 Parent Teacher
 Other school/district personnel Other (Specify) _____

Area(s) of Concern: _____

Signature of Contact Person: _____

Title: _____

Principal/Designee Signature: _____

Date Signed: _____

ASSESSMENT PLAN

In order to meet your child's educational needs, the following assessment(s) are being recommended. The assessment(s) will be conducted by qualified professionals when appropriate, suitable interpreters of the individual's primary language or mode of communication will be used. You will receive a copy of the assessment report(s). You will be asked to participate in a meeting of the Individualized Education Program Team following completion of the assessment(s). The results of this assessment may be a recommendation for special education placement or services. All information and assessment results will be kept confidential. No single measure may be used as the sole criterion for determining appropriate program. All instruments are selected and administered so as not to be racially, culturally or socially discriminating.

LANGUAGE/SPEECH/COMMUNICATION DEVELOPMENT: These observations and tests measure the ability to understand, relate to and use language and speak clearly and appropriately. These tests may also measure auditory perceptual skills. The assessment includes observations and testing performed by the following professional staff: Lang./Speech/Hearing Specialist General Education Teacher(s) Special Education Teacher(s)
 Other (Specify) _____

Name of Assessment Personnel: _____

Signature of Assessment Personnel: _____

ACADEMIC/PRE-ACADEMIC ACHIEVEMENT: These observations and tests measure and may include basic reading and comprehension, written expression, math calculation and reasoning, oral expression and/or listening comprehension. The assessment includes observations and testing performed by the following professional staff: General Education Teacher(s) Special Education Teacher(s) School Psychologist Counselor
 Other (Specify) _____

Name of Assessment Personnel: _____

Signature of Assessment Personnel: _____

PSYCHO-MOTOR DEVELOPMENT: These observations and tests measure the ability to coordinate body movements in both small and large muscle activities. These tests may also measure visual perceptual skills. The assessment includes observations and testing performed by the following professional staff: School Psychologist Adaptive P.E. Specialist Special Education Teacher(s) General Education Teacher(s)
 Other (Specify) _____

Name of Assessment Personnel: _____

Signature of Assessment Personnel: _____

INTELLECTUAL DEVELOPMENT (Including means to assess when standard tests are considered invalid): These observations and tests measure the ability to utilize information to problem solve in both familiar and new situations. These tests also reflect learning rate and assist in predicting how well the individual may do in school. Verbal and non-verbal tests may be used as appropriate. These tests may include the basic psychological processes of auditory, attention, visual and sensory perception. The assessment includes observations and testing performed by the following professional staff: School Psychologist Special Education Teacher(s) General Education Teacher(s)
 Other (Specify) _____

Name of Assessment Personnel: _____

Signature of Assessment Personnel: _____

STUDENT REFERRAL/ASSESSMENT PLAN (continued)

SOCIAL/EMOTIONAL/BEHAVIOR STATUS: These observations and tests measure the ability to build and maintain satisfactory relationships and demonstrate appropriate behavior across situations. The assessment includes observations and testing performed by the following professional staff:

- School Psychologist Counselor Special Education Teacher(s) General Education Teacher(s)

Name of Assessment Personnel: _____ Signature of Assessment Personnel: _____

HEALTH DEVELOPMENT: These observations and tests measure vision, low vision, hearing, health, developmental health and medical history, as well as a review of medical records. The assessment includes observations and testing performed by the following professional staff:

- Nurse Lang./Speech/Hearing Specialist School Psychologist

Other (Specify) _____
Name of Assessment Personnel: _____ Signature of Assessment Personnel: _____

SELF HELP, ORIENTATION AND MOBILITY, ASSISTIVE TECHNOLOGY: These observations and tests measure daily living skills and adaptive functioning across settings. The assessment includes observations and testing performed by the following professional staff:

- General Education Teacher(s) Special Education Teacher(s) School Psychologist Orientation/Mobility Specialist
 Teacher of the Visually Impaired Lang./Speech/Hearing Specialist

Other (Specify) _____
Name of Assessment Personnel: _____ Signature of Assessment Personnel: _____

CAREER/VOCATIONAL ABILITIES (For students 14 years or older and other students, as appropriate): These observations and tests measure interest and abilities relative to levels of skill development, work readiness, and/or occupational preparation. The assessment includes observations and testing performed by the following professional staff: General Education Teacher(s) Special Education Teacher(s) School Psychologist Counselor

Other (Specify) _____
Name of Assessment Personnel: _____ Signature of Assessment Personnel: _____

ALTERNATIVE ASSESSMENT (Including means to assess when standard tests are considered invalid)

- Describe: _____
 General Education Teacher(s) Special Education Teacher(s) School Psychologist Counselor Lang./Speech/Hearing Specialist

Name of Assessment Personnel: _____ Signature of Assessment Personnel: _____

OTHER/RECENT EVALUATION(S)/ADDITIONAL DATA NEEDED: May include Previous Assessments; Inter-Agency Information; Cumulative File Review; and/or dependent Evaluations.

Describe: _____
Describe steps taken to accommodate assessment in student's primary language or mode of communication: _____

FOR EL STUDENTS ONLY

California English Language Development Test (C.E.L.D.T.)
Date of Most Recent C.E.L.D.T.: / / Scores: Listening: Speaking: Reading: Writing: Proficiency Level:
Primary Language of Student: _____ Assessment Method: _____
Date: / / Level: _____

PARENT/GUARDIAN AUTHORIZATION FOR STUDENT ASSESSEMENT

Date Assessment Plan given to parent/guardian/surrogate: / / Staff Signature: _____ Title: _____

I give consent for my child to be assessed according to this Assessment Plan. I understand the results of the assessment(s) will be discussed with me and I will be provided a copy of the assessment report. I understand the results will be kept confidential. I understand no change in educational placement/program will result from the assessment without my consent. An Individualized Education Program (IEP) Team meeting will be scheduled. I have a copy of my Parent's Rights (Procedural Safeguards).

I do not give consent for my child to be assessed according to the proposed Assessment Plan. I understand no change in educational placement/program will result without my consent. I have a copy of my Parent's Rights (Procedural Safeguards).

Parent/Guardian/Surrogate Signature: _____ Date Signed: _____ Date District Received Parent Signature for Consent: _____

OFFICE USE: Report Due to Program Specialist Date: _____ Compliance IEP Date: _____ DIS Log: _____

Indicate the following: Possible Case Manager: _____ Possible Provider(s): _____
Copy Distribution: White - Special Education Department, MIS Student File; Pink - Parent; Yellow - School Site Student File

SE-7, Referral Form, 08/01/2008

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT

AUTHORIZATION AND REQUEST FOR EXCHANGE OF INFORMATION

I hereby request and authorize professional personnel of the Sacramento City Unified School District and
(address)

the exchange of medical, psychiatric, psychological, educational, and/or social and family information in their possession pertaining to the student named below for the purpose of assisting in the educational planning and guidance of my child.

STUDENT INFORMATION:

Student Name: Birthdate: / / Grade:

Parent/Guardian Name: Phone: - -

Address: City/Zip: ,

School of Residence:

SENDING SOURCE (check one):

This information is to be shared only with professional personnel

This information may be shared with parents and other with parent authorization

Signature of Parent or Legal Guardian
or Student 18 years old or over

Date of Signature

PLEASE FORWARD INFORMATION TO:
SCUSD, Special Education Department
5735 47th Avenue, 2nd Floor
Sacramento, CA 95824

And/or

School Site:
Address:
City/St./Zip:

**NOTICE OF MEETING
INDIVIDUALIZED EDUCATION PROGRAM**

- Initial Annual Triennial Transition Planning Pre-Expulsion Interim Expanded
 Other _____

Student's Name _____ Birthdate ____/____/____

Address: _____

Dear _____ Today's Date: _____

An Individual Education Program (IEP) Meeting has been scheduled for your child. Your participation is important in the development of an appropriate education for your child. Your child could benefit from participation in the IEP Meeting and is invited to attend. Secondary students age 15 or older should attend the IEP Team meeting as appropriate. You may bring someone with you to the meeting. If this is your child's initial IEP meeting and your child was receiving services under Part C, through an IFSP you may request that the district invite the Part C Service Coordinator or other representative.

You are requested to attend this meeting as a participating member of the IEP team. The meeting is scheduled for:
 Date: _____ Time: _____
 School/Location: _____ Room: _____

We anticipate that the following members may also attend:

- | | |
|----------------------------------|--------------|
| Administrator/Designee: _____ | Other: _____ |
| Special Education Teacher: _____ | Other: _____ |
| General Education Teacher: _____ | Other: _____ |
| Student: _____ | Other: _____ |
| Psychologist: _____ | Other: _____ |
| Specialist: _____ | Other: _____ |

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we will also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name: _____ Title: _____
 School/District: _____ Phone: _____

Please complete and sign this form, and return to: _____

Check the following items, as appropriate:

- I plan to attend the meeting I do not plan to attend the meeting, but am available by teleconference
- I require assistance of an interpreter: _____
- I request a different time and/or place. Please call me at home (____) _____ work (____) _____
- I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

 Signature _____ Date ____/____/____

NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.345d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

NO, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

 Signature _____ Date ____/____/____

**Offer of FAPE
SERVICES**

Name _____ IEP Date ____/____/____

Service options considered (In selecting LRE, consideration is given to any harmful effect on the child or quality of services that the child needs) _____

SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Aids, Services, Program Accommodations/Modifications, and/or Supports		Start/End Date	Frequency	Duration	Location
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			

Transportation None General Ed Special Ed _____

SPECIAL EDUCATION and RELATED SERVICES

Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
Comments				
Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
Comments				

EXTENDED SCHOOL YEAR (ESY)

Yes No

Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
Comments				

Programs and services will be provided according to when student is in attendance and consistent with the public school calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Sacramento County Office of Education SELPA Forms

SACRAMENTO COUNTY SELPA

Referral Form Special Education and Related Services

Student Name: _____ D.O.B. ___/___/___ Grade: _____

Name of Parent or legal guardian: _____

Address: _____
Street City Zip Code Phone

Person making referral: _____
Name Title

Date parent notified of intent to refer: ___/___/___
Method of notifying parent of intent to refer
 Conference Phone call Written

Parent's or adult student's native language or other primary mode of communication if other than English: _____

Student's native language or other primary mode of communication: _____

Primary Concern Regarding Student: _____

Specific Reasons for Referral:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Written Language | <input type="checkbox"/> Hearing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Math | <input type="checkbox"/> Self-Help Skills | <input type="checkbox"/> Vision | <input type="checkbox"/> Social/Emotional |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Health | |
| <input type="checkbox"/> Cognitive Functioning | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Speech/Language | |

Other: _____

General Education Interventions Attempts: If this referral is by an educational representative, describe interventions attempted prior to this referral and attach documentation. (EC 56303) _____

Name of Referring Person: _____ Title: _____

For District Use Only

Date Received: ___/___/___

Date Assessment Plan due (15 days) ___/___/___

Received by: _____

Forwarded to: _____

Case Manager: _____

SACRAMENTO COUNTY SELPA ASSESSMENT PLAN

Initial
 Annual
 Triennial
 Transition
 Interim
 Other _____

To parent/guardian of: _____ Date: ____/____/____

District: _____ School: _____ Grade: ____ Birth date: ____/____/____

Primary language: _____ English proficiency/CELD Level _____

Referred by: _____

Parent (Signature)
 Nurse (Signature)
 Teacher (Signature)
 Sp Ed Teacher (Signature)

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed. To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA)/district.

Evaluation Area	Examiner Title
<input type="checkbox"/> Academic Achievement —These tests measure reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.	
<input type="checkbox"/> Health —Health information and testing is gathered to determine how your child's health affects school performance.	
<input type="checkbox"/> Intellectual Development —These tests measure how well your child thinks, remembers, and solves problems.	
<input type="checkbox"/> Language/Speech Communication Development - These tests measure your child's ability to understand and use language and speak clearly and appropriately.	
<input type="checkbox"/> Motor Development —These tests measure how well your child coordinates body movements in small and large muscle activities. Perceptual skills may also be measured.	
<input type="checkbox"/> Social/Emotional/Adaptive/Behavior —These scales will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.	
<input type="checkbox"/> Post Secondary Transition – Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.	
<input type="checkbox"/> Other Measures _____	
<input type="checkbox"/> Alternative Means of Assessment (Describe alternative methods of assessing the child, if applicable)	

- I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent.
- I do not consent to the proposed assessment described above.
- I would like the following assessment information to be considered by the IEP team: _____

Signature of Parent/Guardian: _____ Date: ____/____/____

Address: _____ Phone number _____

Comments: _____

NOTE: Prior Written Notice attached if this is an initial evaluation.

SACRAMENTO COUNTY SPECIAL EDUCATION LOCAL PLAN AGENCY

Sacramento County Office of Education
10474 Mather Boulevard/PO Box 269003
Sacramento, CA 95826-9003

Name of Student (List Other Names Used) _____

Medical Record Number (if applicable) _____

Date of Birth _____

Address of Student _____

Phone Number _____

Other Phone Number _____

I authorize the following individual or organization to disclose the above named individual's medical/educational information as described below:

Individual or Organization Disclosing Information:

Individual or Organization Receiving Information:

Disclosing Party	Sacramento County Office of Education-Psych Services	
Address	Receiving Party PO Box 269003	
City, State, Zip Code	Address Sacramento, CA 95826-9003	
Phone Number	916-228-2446	916-228-2445
Fax Number	Phone Number	Fax Number

Duration: This authorization shall become effective immediately and shall remain in effect until _____ (date) or For one year from the date of signature if no date is entered.

Revocation: I understand that I have the right to revoke this authorization, in writing, at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt, but will not apply to information that has already been released in response to this authorization.

Redisclosure: I understand that health information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

Health Info: I understand that authorizing the disclosure of health information is voluntary. I can refuse to sign this authorization. I do not need to sign this form in order to assure medical treatment.

Specify Records: Indicate type of information that is to be disclosed:

- Medical Information
 Medication Information
 Psychiatric Information
 Mental Health
 Drug/Alcohol Information
 STD/HIV Test Results
 Education Records
 Other: _____

I request that the information released pursuant to this authorization to be used for the following purposes only:

- Educational Assessment
 Educational Planning
 Other: _____

A copy of this authorization is as valid as an original.
I understand that I have a right to receive a copy of this authorization for my records.

Signature of Student or Student's Representative _____

Description of Relationship to Student _____

Date _____

**SACRAMENTO COUNTY SELPA
NOTICE OF MEETING
INDIVIDUALIZED EDUCATION PROGRAM**

- Initial Annual Triennial Transition Planning Pre-Expulsion Interim Expanded
 Other _____

Student's Name _____ Birthdate ____ / ____ / ____

Address: _____

Today's Date: _____

Dear _____

An Individual Education Program (IEP) Meeting has been scheduled for your child. Your participation is important in the development of an appropriate education for your child. Your child could benefit from participation in the IEP Meeting and is invited to attend. Secondary students age 15 or older should attend the IEP Team meeting as appropriate. You may bring someone with you to the meeting. If this is your child's initial IEP meeting and your child was receiving services under Part C, through an IFSP you may request that the district invite the Part C Service Coordinator or other representative.

You are requested to attend this meeting as a participating member of the IEP team. The meeting is scheduled for:

Date: _____ Time: _____

School/Location: _____ Room: _____

We anticipate that the following members may also attend:

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Administrator Designee | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> _____ |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Specialist: _____ | <input type="checkbox"/> _____ |

Type

NOTICE: If you wish to audio tape this meeting, **you must provide** 24 hour notice, we will also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name: _____ Title: _____

School/District: _____ Phone: _____

Please complete and sign this form, and return to: _____

Check the following items, as appropriate:

- YES, I plan to attend the meeting I do not plan to attend the meeting, but am available by teleconference

I require assistance or an interpreter. _____

I request a different time and/or place. Please call me at home (____) _____ work (____) _____

I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

Signature Date

NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.345d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

NO, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature Date

SACRAMENTO COUNTY SELPA
Offer of FAPE
SERVICES

Page ___ of ___

IEP Date ___/___/___

Service options considered (In selecting LRE, consideration is given to any harmful effect on the child or quality of services that the child needs) _____

SUPPLEMENTARY AIDS, SERVICES & OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

Aids, Services, Program Accommodations/Modifications, and/or Supports		Start/End Date	Frequency	Duration	Location
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			
	<input type="checkbox"/> Student <input type="checkbox"/> Personnel	/ /			

Transportation None General Ed Special Ed

SPECIAL EDUCATION and RELATED SERVICES

Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		
EXTENDED SCHOOL YEAR (ESY) <input type="checkbox"/> Yes <input type="checkbox"/> No				
Service			Start Date / /	End Date / /
Provider			<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Frequency	Duration	Location		

Programs and services will be provided according to when student is in attendance and consistent with the public school calendar and scheduled services, excluding holidays, vacations; and non-instructional days unless otherwise specified.

San Juan Unified School District Forms

Student ID



San Juan Unified School District
Special Education Department
Referral/Program Review Request

SECTION 1

Student Data

Student Name: _____ Birth Date: _____ Gender: _____
Last First MI
Birth City/State: _____ Birth Country: _____ Grade Level: _____
(In U.S., Canada, Mexico Only)
Home School of
School: _____ Code: _____ Attendance: _____ Code: _____
SJUSD: ___Y___N If no, Other District Name: _____ Inter District Agreement: _____
If yes, date of Agreement: _____

SECTION 2

Student Residential Data

Parent/Guardian/Surrogate M/M
 Licensed Child inst. (LCI) Ms. Name: _____
 Foster Family Home Mr. Last First
 Other:
Address: _____
Street Number, Street City State Zip Code
Phone: _____
Home Work Alternative/Cell

SECTION 3

Ethnicity & Supplemental Programs

Primary Home Language
 English Japanese
 Spanish Samoan
 Korean Vietnamese
 Laotian Cambodian
 Filipino Sign Lang.
 Chinese Armenian
 Other
Ethnicity
 White/all other Hispanic
 Black Japanese
 Native Amer. Korean
 Asian Indian Laotian
 Cambodian Other Asian
 Chinese Other Pacific Is.
 Filipino Samoan
 Guamanian Tahitian
 Hawaiian Vietnamese
English Fluency
 Fluent
 Limited
 None
Current enrollment in Supplemental Programs
 Pre-referral early intervention services
 Title I
 Counseling
 Head Start Preschool
 Limited English
 Special Tutoring
 Basic/Remedial Classes
 Home & Hospital
 At Risk Program
 Other:

SECTION 4

Referral Data

A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (California Education Code: 56303)
Check any modifications attempted in the general program..

Modified teaching strategies
 Modified teaching materials
 Modification to schedules, testing, and/or grading
 Procedures
 Modification to behavior management techniques
 Other: _____
 Special Education consultation
 Peer tutoring
 Physical accommodations
 Team teaching
 Parent/Guardian/Surrogate
 Other: _____

Referral Reasons:

Reading Hearing Articulation Voice
 Math Vision Receptive Language Non-Oral language
 Spelling Gross Motor Expressive Language Self-help skills
 Written language Fine Motor Fluency Health
 Study skills School Behavior Other: _____
 Orthopedic Impairment Illness/Injury Pre-academic readiness

SECTION 5

Program Review Request

For special education program review IEP: (Explain why a special education program review is requested)

TIMELINE

IEP to be held within 30 days of receipt of request for program review.

SECTION 6

Referral Source

Referral/review request made by:

Teacher School Administrator Parent Other: _____

Signature of referring person: _____ Date: _____

SECTION 7

SJSE Receipt

Referral/review request received by:

Name: _____ Date: _____

PARENT NOTIFIED BY:

- Conference: _____
- Mail: _____
- Parent Handbook Provided: _____

SAN JUAN UNIFIED SCHOOL DISTRICT
Special Education Department
ASSESSMENT PLAN

To the parents/guardian/surrogate of: _____ School _____ Grade _____ Date _____

Student ID _____ Student Name _____
 Birth _____ Date _____ Student's primary language: _____
 English Proficiency: Fluent Limited None

An individualized special education assessment of your child's current level of functioning is needed because:

- The attached referral has been received which indicates your child might benefit from special education or related services, if eligible.
- Your child's progress should be assessed to determine if an Individualized Education Program (IEP) change is needed.
- The required annual or triennial review of progress in special education is due.

The type of assessment is checked below. The professional personnel indicated below will be responsible for administration and interpretation of the assessment which will be conducted in the pupil's primary language or other mode of communication. No assessment shall be conducted unless your written consent is obtained prior to the assessment.

AREAS OF ASSESSMENT	PERSONNEL RESPONSIBLE
<input type="checkbox"/> ACADEMIC / PRE-ACADEMIC LEVEL: To measure current achievement in basic subject areas.	____ Special Education Teacher ____ Teacher ____ Psychologist ____ Other _____
<input type="checkbox"/> SOCIAL / EMOTIONAL / ADAPTIVE BEHAVIOR: To assess a pupil's self-help skills, social proficiency and feelings about self and school.	____ Special Education Teacher ____ Teacher ____ Psychologist ____ Nurse ____ Counselor ____ Other _____
<input type="checkbox"/> BODY COORDINATION: To assess body coordination in small/large motor activities and sensory/motor skills.	____ Special Education Teacher ____ Nurse ____ Physical Educator ____ Other _____
<input type="checkbox"/> ORAL / NON-ORAL COMMUNICATION: (Oral) To assess a pupil's ability to understand and use language and speech. (Non-Oral) To assess a pupil's ability to communicate using non-oral methods.	____ Language, Speech and Hearing Specialist ____ Special Education Teacher ____ Psychologist ____ Other _____
<input type="checkbox"/> INTELLECTUAL ABILITY: To assess understanding, reasoning and problem solving skills involving verbal and visual information.	____ Psychologist ____ Other _____
<input type="checkbox"/> BASIC PSYCHOLOGICAL PROCESSES: To evaluate attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities, including association, conceptualization and expression.	____ Special Education Teacher ____ Psychologist ____ Other _____
<input type="checkbox"/> HEALTH / VISION / HEARING: To screen a pupil's general health, basic vision and hearing and review the health developmental history.	____ Nurse ____ Language, Speech and Hearing Specialist ____ Audiologist ____ Other _____
<input type="checkbox"/> VOCATIONAL / TRANSITION INTERESTS: To assess a pupil's vocational interests/aptitude.	____ Special Education Teacher ____ Counselor ____ Other _____
<input type="checkbox"/> ALTERNATIVE ASSESSMENT: To assess pupil's performance levels through alternative means, such as work samples, interviews, observations, review of records and adaptive behavior scales (for severely disabled students and/or black students based on state regulations).	____ Special Education Teacher ____ Teacher ____ Psychologist ____ Language, Speech and Hearing Specialist ____ Interpreter ____ Other _____
<input type="checkbox"/> BEHAVIOR ASSESSMENT: To determine if a pupil's behavior impedes his/her learning or that of others.	____ Special Education Teacher ____ Teacher ____ Psychologist ____ Other _____

DESCRIPTION OF RECENT ASSESSMENT (if any) INCLUDING INDEPENDENT ASSESSMENT:

After signing, please keep the pink copy and return all other copies to the person named below. For any questions about the assessment plan, please contact:

Name: _____ Location: _____ Phone: _____

PARENT CONSENT FOR ASSESSMENT

I understand the results will be kept confidential, that I will be invited to attend an Individualized Education Program (IEP) meeting where the assessment results will be discussed and that I will receive a copy of the reports as well as the team recommendations. I further understand that no educational placement will result from the assessment without my consent. I have attached any assessment reports I wish the IEP team to consider.

- I consent to the assessment - Signature of parent/guardian/surrogate _____ Date: _____
- I do not consent to the assessment - Signature of parent/guardian/surrogate _____ Date: _____

TIMELINE - IEP MEETING HELD WITHIN 60 CALENDAR DAYS OF RECEIPT OF CONSENT FOR ASSESSMENT

FOR DISTRICT USE ONLY

Received by: _____

_____ on _____ for the San Juan School District Special Ed Office

California Department of Education
Parental Rights/Procedural Safeguards for Special Students with Disabilities

Note: This notice is an **abbreviated summary** of parental rights under state and federal law. A complete description of these rights is available from the California Department of Education, Special Education Division. The address is noted below.

INTRODUCTION: This document provides you as parents, legal guardians, and surrogate parents of children with disabilities from age 3 through age 21 an overview of your parental rights, called procedural safeguards. This information is your *Notice of Procedural Safeguards* as required under the Individuals with Disabilities Act (IDEA). This notice is also provided for students who are entitled to these rights at age 18.

Please to call the San Juan Unified School District Special Education Field Office (971-7525) for assistance with any concerns or questions you may have regarding your child's special education needs. Additionally, when you have a concern, it is important that you contact your child's teacher or administrator. This informal conversation often solves the problem and helps maintain open communication.

Parent Participation: You have the right to refer your child for special education services, to participate in the development of the Individualized Education Program (IEP) if your child is eligible, and to be informed of all appropriate program options and alternatives, both public and non public. You must be given opportunities to participate in any meeting making decisions regarding the identification, evaluation, educational placement and the provision of a free and appropriate education (FAPE) for your child. You may tape record the IEP meeting if you have given a 24 hour prior notice to the district. You will receive a copy of the IEP.

Surrogate Parent: Under certain conditions, a surrogate parent may be assigned to represent a child with a disability when a parent cannot be identified or located.

Prior Written Notice: You have a right to receive prior written notice in your native language, when the school district initiates a change in the identification, assessment or educational placement in special education.

Parent Consent: You must provide informed, written consent before your child is assessed or provided with any special education services. Parental consent must also be provided before any change in special education services can occur.

Rights of Refusal: You can refuse to consent to an assessment or the placement of your child in special education.

Nondiscriminatory Assessment: Your child must be assessed for special education using methods that are not culturally biased or discriminatory.

Independent Educational Assessment: You may obtain an independent educational assessment for your child, at public expense, if you disagree with the assessment conducted by the school district. The district may pursue a due process hearing to show its assessment is appropriate. If the final decision from the due process hearing is that the district assessment is appropriate, you still have the right to an independent educational assessment, but not at district expense. Independent assessors hired by parents have the right to observe a student's current and proposed placements.

Stay Put: If you disagree with the district regarding your child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved, unless you and the district agree on another arrangement.

Access to Educational Records and other Rights related to Records: You have a right to inspect, review, and obtain copies of your child's education records.

School Discipline and Alternative Placement for Students with Disabilities: There are specific rules regarding the suspension and expulsion of students with IEP's. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. If your child is in such a placement for more than 10 days, an IEP meeting must be held to consider the appropriateness of your child's current placement and the extent to which the disability is the cause of the misconduct. Regardless of your child's placement, the district must continue to provide a FAPE for your child.

Opportunity to Present Complaints: You have the right to present a complaint relating to the provision of a FAPE for your child. You also have the right to have an attorney, advocate, and/or the student present at the due process hearing and to make the hearing public. Under certain conditions, the hearing officer may award, reduce or deny reimbursement to parents for attorney's fees and/or non public institutions. To request a due process hearing or to receive a complete notice of procedural safeguards related to fair hearing, you may contact the Special Education Hearing Office at the address noted below or call the San Juan Unified School District Field Office (971-7525)

Mediation: You are encouraged to consider settling disagreements regarding your child's special education program through voluntary mediation. Mediation is a process where parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. You can seek mediation alone or separate from due process, or you can participate in mediation pending a due process hearing. Mediation cannot be used to delay your right to a due process hearing. For more information, contact the Special Education Field Office (971-7525) or the Special Education Hearing Office at the address noted below.

Children Attending Private Schools: Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. While school districts have the responsibility to offer a FAPE to students with disabilities, recent changes to federal law have significantly limited the school district's responsibility to provide services to students who have been enrolled in private schools.

Compliance complaints: If you believe that your child's school district has violated the law, you may file a complaint with the California Department of Education (CDE). The CDE must investigate the complaint and issue a written report of finding within 60 days.

To obtain more information about parental rights or dispute resolution including how to file a complaint, contact the California Department of Education, Special Education Division, Procedural Safeguards Referral Service (1-800-926-327-3704) or write to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401, Sacramento, CA 95814
Web Site: <http://www.cde.ca.gov/sp/se>

To obtain more information or file for mediation or due process hearing, contact:
Office of Administrative Hearings
Special Education Unit
2349 Gateway Oaks Drive, Suite 200, Sacramento CA 95833-4231
Telephone: (916) 263-0880 Fax: (916) 263-0890

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Office of Administrative Hearings
Special Education Unit
2349 Gateway Oaks Drive, Suite 200, Sacramento CA 95833-4231
Telephone: (916) 263-0880 Fax: (916) 263-0890



San Juan Unified School District

3738 Walnut Avenue
P.O. Box 477
Carmichael, CA 95609-0477
Telephone: (916) 971-7700

Authorization for Exchange of Confidential Information

Student Name: _____ Student ID#: _____ Date of Birth: _____

By signing this authorization, I am consenting to the exchange of information between:

Agency		Agency	
Address		Address	
City, State, Zip Code		City, State, Zip Code	
Telephone Number	Fax Number	Telephone Number	Fax Number

Disclosure of information shall be limited to:

- | | |
|--|---|
| <input type="checkbox"/> Entire record (excludes HIV & Drug/Alcohol information) | <input type="checkbox"/> Psychological reports |
| <input type="checkbox"/> School information/Educational records | <input type="checkbox"/> Psychiatric assessment |
| <input type="checkbox"/> Psychosocial information | <input type="checkbox"/> Discharge summary |
| <input type="checkbox"/> Treatment plan & progress | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Medical/Health information | |

Disclosing this information is for the following purposes:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Educational assessment | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Educational planning | (Be specific) |
| <input type="checkbox"/> Treatment planning | _____ |
| | _____ |

Expiration

This authorization shall remain valid until _____
(must be no longer than a year from date of signature)

Your Rights

I understand that I have a right to receive a copy of this authorization. I have the right to refuse to sign this form. I understand that I may revoke or modify this consent at any time by providing written notice. Written revocation will be effective upon receipt but will not apply to information that has already been released in response to this authorization.

Restrictions

I understand that the health information used or disclosed pursuant to this authorization may be subject to re-disclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

Approval

A copy of this authorization is valid as an original.

Signature of Parent/Guardian

Relationship to Student

Date

Signature of Student

Date

SAN JUAN UNIFIED SCHOOL DISTRICT
Special Education Department
NOTICE OF IEP MEETING

Student ID

[]

Date: _____

Student Name: _____
Last, First MI

Birth Date: _____

We have scheduled a meeting of the Individualized Education Program (IEP) team:

Date: _____ Time: _____ Place: _____

The purpose of this meeting is:

- To determine eligibility for special education.
- To review the IEP: program, annual or triennial (circle one).
- To develop an Individualized Family Service Plan (IFSP for students 18 months to 3 years).
- To discuss exit from special education.
- To develop an Individualized Transition Plan (long-range plan for the student's movement into post-school activities) for students 14 years and older. Student needs to attend IEP.
- Pre-expulsion IEP meeting (central review meeting).
- To consider a change of placement.
- Other _____

Persons requested to attend:

- Special education representative
- Administrator/designee
- Special education teacher
- Regular education teacher
- Psychologist
- Nurse
- Adapted P.E. Specialist
- Speech and Language Specialist
- Program Specialist
- Resource Specialist
- Student (must be invited to transition planning IEP meetings)
- Other _____

You are encouraged to attend and participate in this meeting. If you are unable to attend, you may send a representative. You have the right to invite individuals who have knowledge or special expertise regarding your child. The determination of the knowledge or special expertise of any individual on the IEP team shall be made by the party (parent or district) who invited the individual.

If you are unable to attend at the scheduled time or place, or if you would like further information about your rights or the purpose of this meeting, please contact me at: _____

Please sign and return the white and yellow copies by: _____ Keep the pink copy as your reminder.

Sincerely,

Name/Title at _____
School

RESPONSE OF PARENT/GUARDIAN/SURROGATE/STUDENT 18 YEARS OR OLDER

- I plan to attend the meeting.
- I will bring these individuals with special knowledge or expertise of my child:
- I do not plan to attend the meeting.

- I would like an additional copy of the Parent Rights Handbook.

- I will send a representative in my place:

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

Parent's signature

Date

PLEASE RETURN WHITE AND YELLOW NOTICES TO PERSON AND SCHOOL SHOWN ABOVE

CONTACTS TO ARRANGE MEETING

1. Date/Time/Comment: _____
2. Date/Time/Comment: _____
3. Date/Time/Comment: _____

REQUIRED



**San Juan Unified School District
Special Education Department
Individualized Education Program - Part 1
Page 5 of 5**

Student ID: _____

IEP Date: _____

Student Name: _____
Last First MI

**SECTION 21
Program
Options**

The IEP team has considered the following program options, as appropriate, in developing the IEP (check box(es)):

<u>Considered</u>	<u>Recommended</u>	<u>Considered</u>	<u>Recommended</u>
<input type="checkbox"/> General education	<input type="checkbox"/>	<input type="checkbox"/> Special Day Class (SDC)	<input type="checkbox"/>
<input type="checkbox"/> Resource Specialist Program (RSP)	<input type="checkbox"/>	<input type="checkbox"/> Special Education Center	<input type="checkbox"/>
<input type="checkbox"/> Designated Instruction and Services (DIS)	<input type="checkbox"/>	<input type="checkbox"/> Post secondary education	<input type="checkbox"/>
<input type="checkbox"/> WorkAbility	<input type="checkbox"/>	<input type="checkbox"/> None	<input type="checkbox"/>
<input type="checkbox"/> Other Transition Service	<input type="checkbox"/>	<input type="checkbox"/> Other _____	<input type="checkbox"/>

Transition Goals: For ages 16 and older (see Individualized Transition Plan, SJSE 12)
A primary transition service program in which the student is participating or has participated during the school year:
(Please select the primary service)

- | | | |
|-----------------------------------|-------------------------------------|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Education | <input type="checkbox"/> Independent Living Skills |
| <input type="checkbox"/> Training | <input type="checkbox"/> Employment | <input type="checkbox"/> Other _____ |

**SECTION 22
IEP
Recommendation**

Action
Codes on
Reverse Side)

Recommended program(s)/service(s):

Action Code	Program or Related Service	Start Date	End Date	Minutes per session/Frequency*	(Circle One)
_____	_____	_____	_____	_____ / _____	per day/week/mo/yr
Service Location: <input type="checkbox"/> General Ed Class <input type="checkbox"/> Special Ed setting <input type="checkbox"/> Other: _____					
_____	_____	_____	_____	_____ / _____	per day/week/mo/yr
Service Location: <input type="checkbox"/> General Ed Class <input type="checkbox"/> Special Ed setting <input type="checkbox"/> Other: _____					
_____	_____	_____	_____	_____ / _____	per day/week/mo/yr
Service Location: <input type="checkbox"/> General Ed Class <input type="checkbox"/> Special Ed setting <input type="checkbox"/> Other: _____					
_____	_____	_____	_____	_____ / _____	per day/week/mo/yr
Service Location: <input type="checkbox"/> General Ed Class <input type="checkbox"/> Special Ed setting <input type="checkbox"/> Other: _____					
_____	_____	_____	_____	_____ / _____	per day/week/mo/yr
Service Location: <input type="checkbox"/> General Ed Class <input type="checkbox"/> Special Ed setting <input type="checkbox"/> Other: _____					

*Excluding non-school days per district calendar and excused teacher absences per SELPA policy.

District Use Only	
School Code	Service Provider: Last Name, First Initial
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**SECTION 23
Extended Year**

Extended Year Program recommended:
 Intensive Special Education services due to severity of needs

**SECTION 24
Transportation**

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Attending or will attend home school	Duration Current Year:	Duration Next Year:
<input type="checkbox"/> Eligible but declined <input type="checkbox"/> Other: _____	From _____	From _____
Special consideration(s): _____	To _____	To _____

**SECTION 25
Parent
Consent**

Parent/Guardian/Surrogate Certifications (circle response):
Yes No I have received copies of the evaluation results.
Yes No I have had an opportunity to share my interests and/or concerns.
Yes No I consent to all the recommended IEP goals, program and services.
I have exceptions to part(s) of the IEP as noted:

I consent to the following IEP goals and program/services(s):

Initial I consent to the release of student information for the District's purpose of accessing MediCal benefits.
Initial I am aware that my child's special education records will not be kept longer than 5 years after dismissal or graduation and I may request these records prior to destruction.

Parent/Guardian/Surrogate Signatures:
Date: _____
 Parent(s) Guardian Surrogate
 Student if 18 years or over

Signature _____
Signature _____
Signature _____

Yes No I understand that my child is not eligible for special education.
Yes No I understand that my child is no longer eligible for special education.

**SECTION 26
Notification to
IEP Team**

Not applicable
Any IEP team member who disagrees with the IEP team recommendations should attach a statement of reasons for disagreement and alternative recommendations.
Dissenting Team Member(s): _____



State of California-Health and Human Services Agency
Department of Health Services



ARNOLD SCHWARZENEGGER
Governor

January 24, 2007

CCS Information Notice No.: 07-01

TO: ALL CALIFORNIA CHILDREN SERVICES (CCS) COUNTY PROGRAM ADMINISTRATORS, MEDICAL CONSULTANTS, INDEPENDENT COUNTY CHIEF/SUPERVISING THERAPISTS, DEPENDENT COUNTY LEAD THERAPISTS, MEDICAL THERAPY UNIT STAFF, CHILDREN'S MEDICAL SERVICES (CMS) BRANCH REGIONAL OFFICE ADMINISTRATORS, MEDICAL CONSULTANTS AND THERAPY CONSULTANTS

SUBJECT: REVISED INTERAGENCY AGREEMENT (IA) BETWEEN CALIFORNIA DEPARTMENT OF HEALTH SERVICES, CMS BRANCH AND CALIFORNIA DEPARTMENT OF EDUCATION (CDE), SPECIAL EDUCATION DIVISION

The CMS Branch and CDE, Special Education Division have reviewed and made several modifications to the state IA. These revisions reflect changes required by the Federal Office of Special Education Planning (OSEP). The revisions to the IA pose no significant change in fiscal or workload responsibilities on the CMS Branch or County CCS programs.

The areas of change include Section IV (Review of Interagency Agreement), Section VI (Financial Responsibility), Section VII (Conditions and Terms of Reimbursement), and corresponding sections of Section VIII (Responsibilities). The change to section IV decreases the frequency of reviews and modifications of the IA by the CDE and CMS. The change in language in Sections VI and VII were required by OSEP to clarify financial responsibilities. There was also a change to Section VIII Responsibilities (N - Interagency Disputes) that requires the state agencies to provide technical assistance to county programs/LEAs prior to those local agencies filing a written notification of the failure to provide a service.

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If you have any questions, please contact your Regional Office Therapy Consultant.
Thank you for your assistance in this process.

Original Signed by Harvey Fry for Marian Dalsey, M.D., M.P.H.

Marian Dalsey, M.D., M.P.H., Chief
Children's Medical Services Branch

STATE INTERAGENCY COOPERATIVE AGREEMENT
BETWEEN
THE CALIFORNIA DEPARTMENT OF EDUCATION
AND
THE CALIFORNIA DEPARTMENT OF
HEALTH SERVICES
CHILDREN'S MEDICAL SERVICES BRANCH
CALIFORNIA CHILDREN SERVICES
MEDICAL THERAPY PROGRAM

2005

STATE INTERAGENCY COOPERATIVE AGREEMENT
BETWEEN
THE CALIFORNIA DEPARTMENT OF EDUCATION
AND
THE CALIFORNIA DEPARTMENT OF
HEALTH SERVICES
CHILDREN'S MEDICAL SERVICES BRANCH
CALIFORNIA CHILDREN SERVICES
MEDICAL THERAPY PROGRAM

APPROVALS

MARIAN DALSEY

Acting Chief of Children's Medical
Services
California Department of Health
Services

DATE

JACK O'CONNELL

State Superintendent of Public
Instruction
California Department of Education

DATE

SANDRA SHEWRY

Director
California Department of Health
Services

DATE

CATHERINE CAMACHO

Deputy Director
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DATE

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I. Statement of Issue

A. Historical Perspective

The California Department of Health Services (DHS), Children's Medical Services Branch (CMS), California Children Services (CCS), and the California Department of Education (CDE), Special Education Division, have a long history of laws and regulations that link them together in service provision to special needs populations and collaboration in this endeavor.

1. California Children Services History

May 1927 – California Crippled Children's Act – Established the CCS program to provide services for conditions, such as infantile paralysis, that have since been eliminated through preventive measures.

1935 – Social Security Act – Federal mandate that each state would establish and fiscally support a program that provides services for children with special health care needs.

1945 – Medical Therapy Program (MTP) established by the California State Legislature primarily to treat children with Cerebral Palsy.

1961 – Budget Act – Expanded eligibility for the MTP to include neuromuscular, musculoskeletal, and other chronic conditions that require long-term medical care and rehabilitation services.

1968 – Crown Act – Established local county responsibility for the MTP.

1981 – In order to implement Public Law (P.L.) 94-142, the California Department of Education, Special Education Division, and the Department of Health Services, CCS, signed a state interagency agreement to set the groundwork for cooperation and communication between the agencies for the provision of medically necessary physical therapy (PT) and occupational therapy (OT) services identified in the individualized education program (IEP) and provide guidance for state and local agencies until the California State Legislature could establish statutes.

1984 – Assembly Bill (AB) 3632 – Chaptered into law as Chapter 26.5 of the Government Code. This statute established interagency responsibility for provision of medically necessary PT and OT services identified in the IEP.

1987 – Emergency regulations for AB 3632 were promulgated and renewed each year with the budget act for ten years.

1997 – AB 2726 – Was passed and effectively terminated the emergency regulations as of July 1, 1997, and required that all agencies involved would promulgate final regulations.

1998 – A second set of emergency regulations for Chapter 26.5 of the Government Code were filed with the Secretary of State and became effective July 1, 1998.

1999 – Final regulations for Chapter 26.5 (commencing with Section 7250) of the Government Code were adopted on August 13, 1999. These interagency regulations are located in Title 2 of the California Code of Regulations, Division 9, Chapter 1, Article 1, sections 60000–60610.

2. Special Education History

1945 – State legislation passed that requires PT and OT services provided by CCS no longer be provided in orthopedic hospitals, but instead, be provided in public schools.

1975 – P.L. 94-142 – Passed in the United States Congress called the Education of the Handicapped Act (EHA). This statute initiated the concept of a free and appropriate public education (FAPE) for children with special needs, due process, and related services to support the child's education. The IEP process regulations were promulgated in 1977.

1981 – In order to implement P.L. 94-142, the California Department of Education, Special Education Division, and the California Department of Health Services, CCS, signed a state interagency agreement to set the groundwork for cooperation and communication between the agencies and to provide guidance for state and local agencies until the California State Legislature could establish statutes.

1983 – P.L. 98-199 – Made amendments to EHA that included requiring the local educational agencies (LEAs)/special education local plan areas (SELPA's) to include transition services in the IEP planning. It also established the federal Office of Special Education Programs (OSEP) to oversee state implementation of EHA.

1984 – AB 3632 – Chaptered into law as Chapter 26.5 of the Government Code. This statute established state and local interagency responsibilities for provision of educational and related services to children with disabilities.

1986 – P.L. 99-457 – Made amendments to EHA that included lowering the age of eligibility for special education services to birth, the concept of full inclusion, requirements for assessments, and increasing children's/parental rights in the IEP and the individualized family service

plan (IFSP) process and parental consent, and it established the early intervention program.

1987 – Emergency regulations for AB 3632 were promulgated and renewed each year with the budget act for ten years.

1990 –P.L. 101-476 – Made amendments to EHA that included assistive technology as a benefit for children with special needs and changed the name from EHA to the Individuals with Disabilities Education Act (IDEA).

1997 – AB 2726 – Was passed and effectively terminated the emergency regulations as July 1, 1997, and required that all agencies involved would promulgate final regulations.

1997 –P.L. 105-17 – Made amendments to IDEA that included increased state responsibility for insuring interagency agreements between agencies serving children eligible for special education and fiscal responsibility of state programs already serving disabled populations in the public schools.

1998 – A second set of emergency regulations for Chapter 26.5 of the Government Code were filed with the Secretary of State and became effective July 1, 1998.

1999 – Final regulations for Chapter 26.5 (commencing with Section 7250) of the Government Code were adopted on August 13, 1999. These interagency regulations are located in Title 2 of the California Code of Regulations, Division 9, Chapter 1, Article 1, sections 60000-60610

2004 –P.L. 108-447 – Reauthorized IDEA and renamed it the Individuals with Disabilities Education Improvement Act.

B. Commonality of Goals

The agreements on the following pages of this document are divided into activities that are identified in Chapter 26.5 of the Government Code for the Department of Health Services, Children's Medical Services Branch (CMS), California Children Services, Medical Therapy Program, and the California Department of Education, Special Education Division. It is the responsibility of each agency to communicate, collaborate, and create a cooperative system that benefits children with disabilities. The state agencies will provide technical assistance to ensure that local agencies have interagency agreements that contain all required elements identified in the interagency regulations.

II. Authority

Special education services to individuals with disabilities are mandated by federal and state laws and regulations, including the Individuals with Disabilities Education

Improvement Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1998; the Americans with Disabilities Act (ADA) of 1990; the California Education Code; and Title 5 of the California Code of Regulations.

Medically necessary therapy services for children with conditions eligible for the CCS MTP are mandated by the California Health and Safety Code and Title 22 of the California Code of Regulations.

These programs are linked together in the provision of services to children with disabilities by the California Government Code, Chapter 26.5, and the interagency regulations (Title 2, Division 9, Chapter 1, Article 1, sections 60000–60610), effective August 13, 1999.

Since children with disabilities may require a variety of services from different agencies, it is essential that systems of interagency coordination, cooperation, and collaboration be maintained. IDEA holds education responsible to work cooperatively with other public and private agencies to assure that children with disabilities receive education and related services as identified in the IEP or IFSP. One method of meeting this responsibility is the use of interagency agreements, which specify each agency's program and fiscal responsibility for the provision of special education and related services. The California Department of Education may use all available sources of support whether federal, state, local, or private in order to assure a child with a disability receives a free and appropriate public education.

III. Purpose of this Document

It is the intent of this agreement between the CDE, Special Education Division, and the Department of Health Services, CMS, CCS, to:

- Outline the responsibilities of each state agency to assure the uninterrupted delivery of special education services and medically necessary therapy services as identified in the individualized education program or the individualized family service plan when conducted through the LEA/SELPA and coordinated with county California Children Services.
- Describe the conditions under which each agency will assume the fiscal responsibility for providing services to eligible children with disabilities.
- Set forth conditions for interagency contracts or reimbursements, if needed, pursuant to the Code of Federal Regulations, Title 34, Section 300.142 (34 CFR 300.142).
- Establish monitoring of local programs by state agencies to assure resources will be utilized at the local level in the most effective and efficient manner and in compliance with the current federal and state laws and regulations.

- Implement joint staff development and continuous quality assurance activities.
- Establish and maintain coordination through channels of communication between the CDE, Special Education Division, and the DHS, California Children Services, at the state level.
- Provide a framework to assure that children with disabilities who are eligible for special education and CCS MTP services have the opportunity to achieve an appropriate level of educational programming and physical function.

IV. Review of Interagency Agreement

This document will be reviewed by CDE, Special Education Division, and DHS CCS at least every three years and modified as necessary. Representatives of both agencies prior to any revision will review all recommendations.

V. Funding Source and Use of Funds

The California Department of Education, Special Education Division, and the Department of Health Services, Children's Medical Service Branch, California Children Services MTP, operate from different funding streams from separate state and federal budgets. It is essential that each agency be accountable for those funds so that the needs of disabled children are met without duplication of services.

In order to better serve children with disabilities, it is necessary to assure that funds provided from the IDEA are used by the California Department of Education to meet the educational needs of children with disabilities. Pursuant to Section 56205 of the Education Code, LEAs/SELPA's are required to comply with the requirements of IDEA, the Rehabilitation Act of 1998, and the ADA of 1990.

Funds used for providing PT and OT services through the CCS Medical Therapy Program to eligible children will only be expended for medically necessary diagnostic, treatment, and therapy services.

The CDE, Special Education Division, and the DHS, California Children Services, will work together to maximize the use of available resources, including funds outside of CDE or CCS, to provide quality services to children with disabilities eligible for both programs and assure fiscal responsibility for mandated services, facilities, equipment, and supplies.

VI. Financial Responsibility

The financial responsibilities of CCS must precede the financial responsibility of the LEA/SELPA for necessary services in any jointly approved IEP/IFSP (34 CFR 300.142) that includes the services identified in the approved CCS therapy plan.

Any public agency assigned responsibility to provide or pay for any services that are also considered special education or related services shall fulfill that responsibility, either directly or through contract or other arrangement.

VII. Conditions and Terms of Reimbursement

If DHS fails to provide or pay for the special education and related services described in 34 CFR Section 300.142(b)(1), the LEA (or state agency responsible for developing the child's IEP) shall provide or pay for these services to the child in a timely manner. The LEA or state agency may then claim reimbursement for the services from the noneducational public agency that failed to provide or pay for these services and that agency shall reimburse the LEA or state agency in accordance with the terms of this interagency agreement. The LEA and noneducational public agency shall develop a memorandum of understanding that includes procedures for invoicing and reimbursement for provision of services provided or paid for by the LEA.

VIII. Responsibilities

A. Coordination of Services	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Designate CCS liaison to CDE, Special Education Division, to facilitate and monitor statewide interagency collaboration and coordination between LEAs/SELPA's and county CCS programs.	Designate CDE liaison to CCS to facilitate and monitor statewide interagency collaboration and coordination between LEAs/SELPA's and county CCS programs.
Develop and provide joint interagency training.	Develop and provide joint interagency training.
Review statewide trends related to coordination of county CCS MTP services with LEAs/SELPA's services.	Review statewide trends related to coordination of LEAs/SELPA's services with county CCS MTP services.
Review the state interagency agreement (IA) between CDE, Special Education Division, and the CCS MTP and modify as needed.	Review the state IA between the CCS MTP and the CDE, Special Education Division, and modify as needed.
Review county CCS programs' Scope of Work to assure local IAs are in place, reviewed regularly, and are content compliant with current state and federal laws.	Review local plans to assure local IAs are in place, reviewed regularly, and are content compliant with current state and federal laws.

B. Referrals and Assessments	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Provide technical assistance to assure appropriate referral of children with MTP eligible conditions to LEA for assessment in areas of suspected disability.</p> <p>Provide technical assistance and monitor processing of LEA referrals for MTP services for compliance with program policies.</p> <p>Monitor statewide consistency in determining MTP medical eligibility.</p>	<p>Provide technical assistance and monitor LEA's policies and procedures for referral to county CCS programs for MTP services through local plans.</p> <p>Provide technical assistance to LEAs/SELPA's to assure compliance with federal and state laws and regulations dealing with the assessment of the individual's educational needs.</p>

C. Individualized Education Program or Individualized Family Service Plan	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Provide technical assistance to county CCS programs as to MTP staff participation in IEP meetings, when requested.</p> <p>Provide technical assistance to county CCS programs as to MTP staff participation in IFSP meetings, when requested.</p> <p>Provide technical assistance to county CCS programs to facilitate transition planning as described in IDEA 2004.</p>	<p>Monitor LEAs/SELPA's to assure compliance with federal and state laws and regulations relative to development, implementation, and review of the IEP and IFSP.</p> <p>Review and monitor LEAs/SELPA's to assure policies and procedures are in place to request MTP participation in IEP and IFSP meetings.</p> <p>Provide technical assistance to LEAs/SELPA's to facilitate transition planning as described in IDEA 2004.</p>

D. Least Restrictive Environment	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Assure that medically necessary PT/OT services are provided in the setting necessary for implementation of the approved therapy plan.	Monitor LEAs/SELPA's to assure compliance with federal and state laws and regulations relating to the least restrictive environment and natural environment.

E. Medical Therapy Conference	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Assure that county CCS programs have an adequate number of medical therapy conferences (MTCs) necessary to maintain the currency of the CCS approved therapy plan.	Monitor LEAs/SELPA's to assure there are provisions in the local plan that allow education staff to participate in MTCs, when requested.

F. Facilities	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Issue and maintain, jointly with CDE, statewide facility standards for medical therapy units (MTUs) and medical therapy units satellites (MTU-S) and, utilizing monitoring procedures, to assure the standards are implemented by county CCS programs (Attachment 1)	Issue and maintain, jointly with CCS, statewide facility standards for MTUs and MTU-S and, utilizing monitoring procedures, to assure implementation by LEAs/SELPA's (Attachment 1)
Provide technical assistance to county CCS programs and LEAs/SELPA's to determine the need for a new MTU.	Assure local compliance with state laws and regulations regarding planning and provision of space for new MTUs.
Provide technical assistance to county CCS programs for effective use of space in planning for an MTU.	Provide technical assistance to LEAs/SELPA's for effective use of space in planning for an MTU.

F. Facilities	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Provide technical assistance to county CCS programs in collaborating with LEAs/SELPA's for compliance with MTU and MTU-S space standards.</p> <p>Collaborate with CDE and provide technical assistance to county CCS programs for effective use of space in MTUs.</p> <p>Provide technical assistance to county CCS programs and LEAS/SELPAS regarding responsibility of maintenance of physical plant.</p>	<p>Provide technical assistance to assure LEAs/SELPAs collaboration with county CCS program for compliance with MTU and MTU-S space standards.</p> <p>Collaborate with CCS and provide technical assistance to LEAs for effective use of space in MTU</p> <p>Provide technical assistance to LEAS/SELPAS regarding responsibilities for maintenance of physical plant.</p>

G. Equipment and Supplies for MTP Services	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Issue and maintain, jointly with CDE, equipment and supply requirements for MTUs and MTU-S (Attachment 1).</p> <p>Provide technical assistance to county CCS programs so that each MTU has equipment necessary for MTP services at the MTU or MTU-S.</p> <p>Provide technical assistance to county CCS programs so that each MTU has expendable/consumable supplies necessary for MTP services at the MTU or MTU-S.</p>	<p>Issue and maintain, jointly with CCS, equipment standards for MTUs and MTU-S (Attachment 1).</p> <p>Provide technical assistance and monitor LEAs to assure LEAs/SELPAs provision of necessary equipment for the MTU and MTU-S.</p> <p>Assure statewide implementation of guidelines for the provision of expendable/consumable supplies necessary for MTP services to children with disabilities.</p>

H. Transportation	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Provide technical assistance to county CCS programs when transportation issues are preventing the child from receiving medically necessary CCS MTP services.	Provide technical assistance to LEAs/SELPA's as related to transportation issues for eligible students to and from MTU or therapy satellite as contained in the IEP/IFSP.

I. Provision of Service	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Monitor county CCS MTP to assure medically necessary OT/PT services are provided as stated in the approved therapy plan.</p> <p>Develop policy to assure appropriate use of MTP resources and to avoid duplication of OT/PT services and provide technical assistance to county CCS programs.</p> <p>Review county CCS program procedures and monitor local notification process to assure the notification of parent and LEA when the county CCS MTP is unable to provide medically necessary OT/PT services as stated in the approved therapy plan and contained in the IEP/IFSP.</p> <p>Monitor county CCS programs for compliance with CCS MTP staffing requirements.</p> <p>Provide technical assistance and consultation on resource development and recruitment of qualified therapy service providers.</p>	<p>Through the verification and self-review processes:</p> <p>Assure through a review of local plans that LEAs/SELPA's utilize therapy services available through county CCS MTP, when appropriate.</p> <p>Assure the appropriate use of educational resources through local plan review and monitoring process to avoid duplication of MTP OT/PT services.</p> <p>Monitor local plans to assure LEAs/SELPA's have policies and procedures in place to provide medically necessary OT/PT services when, for any reason, the county CCS MTP cannot provide such services as stated in approved therapy plan and contained in the IEP/IFSP.</p>

I. Provision of Service	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Monitor county CCS programs to assure OT/PT services that have been included on the IEP and are provided by the county CCS MTP are continued during the pendency of a special education due process hearing decision in which county CCS programs have been joined.</p> <p>Monitor delivery of services by county CCS MTP after the decision of the fair hearing officer to assure compliance with the decision.</p>	<p>Monitor LEAs/SELPA's to assure OT/PT services that are included on the IEP and are not provided by the county CCS MTP are continued during the pendency of a due process hearing decision.</p> <p>Monitor delivery of services by LEAs/SELPA's after the decision of the fair hearing officer to assure compliance with the decision.</p>

J. Fiscal Responsibilities	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
<p>Provide technical assistance to county CCS programs when there is a need to reimburse the LEAs/SELPA's for provision of medically necessary therapy services identified in the approved therapy plan and contained in the IEP/IFSP.</p> <p>Provide technical assistance to county CCS programs during the development of the annual LEAs/SELPA's service plan and budget plan for MTU equipment and supplies.</p>	<p>Provide technical assistance to LEAs/SELPA's when seeking reimbursement from CCS for the provision of medically necessary OT/PT services as stated in approved therapy plan and contained in the IEP/IFSP</p> <p>Provide technical assistance to LEAs/SELPA's when developing and maintaining an annual service plan and budget plan for MTU equipment and supplies.</p>

K. Exchange of Information	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Provide technical assistance to county CCS programs to assure that confidentiality of CCS medical therapy records is maintained as required by federal and state laws and regulations	Assure the confidentiality of educational records as required by federal and state laws and regulations.
Exchange relevant CCS MTP policies and procedures with CDE, Special Education Division.	Exchange relevant CDE, Special Education Division, policies and procedures with CCS MTP.

L. Quality Assurance	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Develop and maintain quality assurance (QA) tools to be utilized by county CCS programs in evaluating their compliance with regulatory requirements (referrals, assessments, timelines, notification, and provision of services).	Monitor LEAs/SELPA's utilizing QA process and local plan self-review instrument to evaluate LEA compliance with regulatory requirements for referrals, assessment, timelines, notification, and provision of services.
Develop methods for county CCS programs to report, in summary format, the results of QA activities on an annual basis.	Provide feedback that results in improved service delivery, communication, and collaboration between the LEA and county CCS MTP, when appropriate.
Provide technical assistance and consultation to CCS programs when they have difficulty meeting their QA indicators.	

M. Procedural Safeguards	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Provide technical assistance to county CCS programs to assure that CCS offers dispute resolution through an expert physician when the parent is in disagreement with the medical therapy conference decision.	Provide technical assistance to parents/LEAs/SELPA's on the complaint and due process hearing procedures.

N. Interagency Disputes	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Provide technical assistance to county CCS prior to its filing a written notification of the failure to provide a service. When the Secretary of Health and Human Services receives a written notification of the failure to provide a service as specified in the student's IEP, the Secretary, or his or her designee, shall follow the procedures under the provisions of the Government Code Section 7585 to resolve local disputes.	<u>Provide technical assistance to LEAs/SELPA's prior to their filing a written notification of the failure to provide a service.</u> When the State Superintendent of Public Instruction receives a written notification of the failure to provide a service as specified in the student's IEP, the superintendent, or his or her designee, shall follow the procedures under the provisions of the Government Code Section 7585 to resolve local disputes.

O. Professional Standards	
CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Maintain standards of practice for physical therapy (PT) and occupational therapy (OT) as recognized by the pediatric rehabilitation and medical community.	Maintain and monitor standards for providing a free and appropriate education to individuals with disabilities as required by federal and state laws and regulations.

O. Professional Standards

Assure that PT services are provided by a PT or physical therapy assistant (PTA) licensed by the state of California and in accordance with Section 2620 et. seq. of the Business and Professions Code as established by the Physical Therapy Board of California.

Assure that OT services are provided by an OT or certified occupational therapy assistant (COTA) licensed by the state of California and in accordance with Section 2570 et. seq. of the Business and Professions Code as established by the California Board of Occupational Therapy.

Maintain and monitor standards for medically necessary physical therapy and occupational therapy for MTP eligible children according to CCS policies and procedures.

P. Staff Development

CMS Branch/CCS Program RESPONSIBILITY	CDE, Special Education Division RESPONSIBILITY
Mutually plan and implement with CDE interagency training that facilitates interagency collaboration and service delivery.	Mutually plan and implement with CCS interagency training that facilitates interagency collaboration and service delivery.
Provide technical assistance to county CCS programs to assure that county sponsored education/in-service opportunities are available to LEA staff, when appropriate.	Provide technical assistance to LEAs/SELPA's sponsored educational/in-service opportunities are available to CCS staff, when appropriate.

IX. Attachment 1: Facility Space (Physical Plant), Equipment, and Supplies Necessary for California Children's Services Medical Therapy Program SERVICE PROVISION

The Children's Medical Services (CMS), California Children Services (CCS), Medical Therapy Program (MTP), began providing physical therapy and occupational therapy services to disabled children in the public schools in 1945. These out-patient therapy clinics established on public school sites were called Medical Therapy Units (MTUs). Establishing MTUs on public school sites allowed children to receive therapy services where they would normally spend their day instead of being removed from the child's school environment to be transported to a hospital setting. This was a concept that CCS and the California Department of Education (CDE) agreed would be in the best interests of disabled children. The state Legislature passed legislation that same year to endorse the concept. It was agreed that CDE would provide the facility space, equipment, and supplies for the MTU and the Department of Health Services would provide the therapy services (staff). The daily oversight of the MTU and provision of therapy services is the responsibility of the local county CCS program. In 1984, Chapter 26.5 Section 7570-7588 of the Government Code was codified into state law as a result of Assembly Bill 3632. This chapter governs interagency activities and responsibilities of agencies providing services to disabled children in public schools.

Funding to Support the Medical Therapy Unit (MTU) Facility, Equipment, and Supplies

The SELPA is responsible for assuring that the MTU is provided with the facility space, equipment, and supplies necessary to provide therapy services as described in the SELPA's local plan. The LEA will include in its annual service delivery plan the process by which it will fund the physical plant, equipment, supplies, and maintenance for the MTU and how it participates with the local CCS program to jointly plan for funding of equipment and supplies for the MTP. These processes and funding amounts will be identified and included in the annual budget plan. The CCS MTU therapy staff will be responsible for the efficient use of the funds to support present and future MTU operations. The MTU therapy staff may request any item on the approved equipment

and supply list without additional approval from CMS and CDE. Items not on the list will require prior approval of the CMS and CDE liaisons. The CCS MTU therapy staff and LEA staff should collaborate on an annual basis to maintain a current inventory of equipment that has been purchased by the LEA.

The CCS MTU staff will submit a request list of needed equipment for the upcoming fiscal year in a timely manner agreed to by the LEA and CCS that will allow the LEA to plan for MTP needs. If the list is in excess of the amount identified in the annual services plan and annual budget plan, the MTU staff should prioritize the requested items or defer the purchase of the items to another fiscal year. The LEA representative and CCS therapy staff will develop a method to purchase the needed items.

The SELPA director or County Superintendent of Schools is responsible for insuring that a local interagency agreement between the LEA and the local county CCS program included language that designates which LEA(s) is responsible for providing facility space, equipment, and supplies for the MTU.

Establishing a Medical Therapy Unit (MTU) or Medical Therapy Unit Satellite (MTU-S)
MTUs/MTU-S should be established in a location central to the maximum number of identified MTP children needing therapy services.

CCS has two levels of facilities in the public school. The first level is the MTU. The second is an extension of the MTU called an MTU-Satellite (MTU-S). Title 2 Section 60330(c) of the California Code of Regulations states, "All new construction, relocation, remodeling or modification of medical therapy units and medical therapy unit satellites shall be mutually planned and approved by the California Department of Education and the State Department of Health Services." Local county CCS programs must contact their state regional office therapy consultant prior to any planning or implementation of plans for new or existing MTUs. LEAs must receive approval from CDE prior to implementation of plans for new or existing MTUs.

The space necessary for an MTU must provide for the following functions: administration, medical therapy conference, comprehensive evaluation/assessment of a child's therapy needs, treatment in open and private treatment areas, activities of daily living training, storage area(s) for equipment and supplies, and workshop area to fabricate and maintain various adaptive aids (See Table 1).

The MTU-S is an approved extension of an established MTU where limited medical therapy program services are provided and in a location closer to the child's school placement or home. Not all MTP services available at the MTU are available at the MTU-S. Those services not provided at the satellite include comprehensive evaluations, medical therapy conferences, and treatments that require specialized equipment or facilities not available at the MTU-S.

An MTU-S may be established when there is a minimum of 4 hours of continuous therapy treatment by an individual therapist scheduled per day for MTP children on a public school site. Consistent with the facility space provided at the MTU, the LEA must provide and maintain the facility space, equipment, and supplies necessary for the prescribed therapy of the children to be served at the MTU-S site.

The need for a new MTU/MTU-S is determined according to "demonstrated need." CCS will recommend to the SELPA/LEA the need for an MTU/MTU-S based on the following 4 items:

1. The number of prescribed hours of occupational therapy and/or physical therapy services
2. Age and number of children
3. The residences of the CCS MTP population and the LEA(s) responsible for providing services for children in the area
4. Projected growth of area

When the need for an MTU/MTU-S is mutually determined by the LEA and the local CCS program, the state agencies will be contacted for approval. State agencies will

work in collaboration with the local agencies in the planning of facility. Projected demographics need to be included in the planning process. An MTU (including all of its satellites) should not have a caseload of over 350 children. When an MTU caseload begins to reach this point, the local agencies should meet and discuss whether a new MTU is appropriate to meet the needs of the children being served.

Relocating a Medical Therapy Unit (MTU) or Medical Therapy Unit-Satellite (MTU-S)

The relocation of an MTU or MTU-S shall not occur unless mutually agreed upon by the local county CCS program and LEA with approval from the CMS Branch and CDE. Prior to relocation, the MTU therapy staff must be given at least 60 days from the date of the agreement to be moved. This gives time for parent notification and staff preparation. The CCS staff is responsible for preparing the MTU or MTU-S equipment for moving. The LEA is responsible for moving the equipment to the new location. The relocated equipment must be in place and operational prior to therapy services being resumed.

Medical Therapy Unit (MTU) Facility Use and Maintenance

Tile 2 Section 60330 (b) of the California Code of Regulations states:

“The space and equipment of the medical therapy unit and medical therapy unit satellites shall be for the exclusive use of the CCS staff when they are on site. The special education administration of the LEA in which the units are located shall coordinate with the CCS staff for other use of the space and equipment when the CCS staff is not present.”

The local county CCS program and the LEA should include in the local interagency agreement guidelines for sharing space when CCS staff is not using the MTU or MTU-S facilities. Local interagency agreements shall also indicate which LEA is responsible for the day-to-day maintenance of the MTU physical plant. Maintenance includes, but is not limited to, structural repairs, custodial/housekeeping services, replacement of broken (non-functional), and consumed items.

Space Guidelines for Medical Therapy Units (MTUs)

Education Code Section 17047 (a) requires 3,000 square feet for an MTU in a newly constructed school site, with additions, if identified student populations are higher at the school site. The California Code of Regulations, Title 2, Section 60330 (a) provides guidance for functions that require space in an MTU. Square footage for the MTU is based on three defined space needs:

1. Standard space – Space that is basic for an MTU and is not affected by the size of the therapy staff or number of children served.
2. Staff dependent space – Space that is “dependent” on the approved full-time equivalent (FTE) therapy staff needed to meet prescribed treatment hours.
3. Shared space – Space that can be shared regardless of whether the CCS staff is present or not (waiting room, etc.)

Areas for the Medial Therapy Conference (MTC), Activities of Daily Living (ADLs- training kitchen, training bathroom. etc.), and the workshop are standard and not affected by the size of the therapy staff. Areas for Administration (therapist and clerical office space), evaluations, treatment, and storage will vary in size needs according to the size of the therapy staff. Shared space, such as the waiting room, will vary according to the needs of the MTU and of the school. The training kitchen and bathroom may be considered shared space dependent on accessibility.

The minimum space to establish an MTU is 1,900 square feet. This will house one to two FTE staff therapists and a clerk. This includes a waiting room that can be shared with the school if logistically possible. As therapy staff FTEs increase, the following are minimum increments above 1,900 square feet necessary to accommodate the therapy staff functions of the MTU. Office/clerical space increases 25 square feet for each FTE therapy staff increase above two FTEs. Evaluation/treatment area will increase 240 square feet per added FTE over two. Storage space will increase 7.5 square feet per added FTE above two FTEs.

The breakdown for the minimum MTU space requirement is as follows:

1. 1,900 square feet total (including waiting room)
2. FTE therapists and one clerk
3. MTC - 250 square feet
4. Administration - 250 square feet
5. Evaluations/treatment area - 800 square feet
6. ADLs - 250 square feet
7. Storage - 75 square feet
8. Workshop - 75 square feet
9. Waiting room - 200 square feet

Table 1: MTU Space Allocations per FTE Staff Therapist

MTU Functions	1-2 FTE	4 FTE	6 FTE	8 FTE	10 FTE	12 FTE
Administration	250 Sq Ft.	300 Sq Ft	350 Sq Ft	400 Sq Ft	450 Sq Ft	500 Sq Ft
Medical Therapy Conference (MTC)	250 Sq Ft.	250 Sq Ft	250 Sq Ft	250 Sq Ft	250 Sq Ft	250 Sq Ft
Evaluation & Treatment	800 Sq Ft.	1,280 Sq Ft	1,760 Sq Ft	2,240 Sq Ft	2,720 Sq Ft	3,200 Sq Ft
Activities of Daily Living (ADLs)	250 Sq Ft.	250 Sq Ft	250 Sq Ft	250 Sq Ft	250 Sq Ft	250 Sq Ft
Storage Area	75 Sq Ft.	90 Sq Ft	105 Sq Ft	120 Sq Ft	135 Sq Ft	150 Sq Ft
Workshop	75 Sq Ft.	75 Sq Ft	75 Sq Ft	75 Sq Ft	75 Sq Ft	75 Sq Ft
Waiting Area	200 Sq Ft.	200 Sq Ft	200 Sq Ft	200+ Sq Ft	200+ Sq Ft	200+ Sq Ft
Total Square Feet	1,900 Sq Ft	2,445 Sq Ft	2,990 Sq Ft	3,525 Sq Ft	4,080 Sq Ft	4,625 Sq Ft

FTE are rounded up to the next whole number (i.e., 2.5 staff therapists = 3). These requirements are set as a minimum. The LEA and the county CCS program should

negotiate for additional facility space based on the needs of the children to be served (do not rely on just the established minimum). It is a starting point (a floor), not a limitation (ceiling). Storage area can be decreased incrementally if there is either a storage area or cargo space outside of the MTU but within the school grounds that can be utilized, or the LEA provides funding and two-way delivery for an off-site storage area. Supervisors and clerks are not a part of the staff dependent formula but are included in the standard space formula.

Standards for Upgrading Existing MTUs

Existing MTUs must meet all of the functional requirements as stated in the interagency regulations. The minimum space to operate an MTU will be 1,900 square feet subject to review and approval by CMS and CDE.

Office for Therapists (Administration)

1. Purpose is to provide:
 - a. Area for therapist's desks, office equipment, and filing cabinets for medical records and x-rays
 - b. Location for reviewing, charting, and filing of confidential medical records
 - c. Storage for forms and clerical and clinic supplies
 - d. Central library for professional journals, medical reference books, etc.
 - e. Telephone areas for confidential calls
 - f. Area for writing records, letters, and reports
 - g. Space for bulletin board
 - h. Private area for supervisors office

2. Special features:
 - a. Adjacent to therapy rooms with doors leading into therapy room. The office should be accessible to other personnel without passing through the therapy area. The office should be able to lock for security.

- b. Window from the office into therapy area to provide a visual check of the general treatment areas and a window into the reception area if the waiting room is attached
- c. Desk area for each therapist, aide, and/or secretary
- d. Bookshelf area
- e. Tackboard area
- f. Space for cabinet with lock for use in storing clerical materials and record forms and an area for hanging coats
- g. Space for four-drawer steel filing cabinets The space requirement is determined by the case load
- h. Telephone fixture(s) with lines (an appropriate number based on the size of the staff) for public calls, FAX, and modem
- i. Intercom system connected to school office or other rooms (for safety purposes)
- j. Electric outlets on at least two walls
- k. Floor area large enough to accommodate table for computer and printer with access to electrical outlets and phone line
- l. Locked storage space for x-rays and videos
- m. Computer access

Waiting Area

1. Purpose is to:
 - a. Provide an area for parents, patients, and siblings to use while waiting for interviews, treatments, and clinic appointments
 - b. Make parent educational material easily available
 - c. Provide a place for toys and activities to keep waiting children and siblings occupied
2. Special features:
 - a. Near outside entrance and convenient to therapy rooms but not necessarily adjacent to them
 - b. Electrical outlet
 - c. Accessible to adult toilet facilities with access to a changing table

Training Bathroom (ADLs)

1. Purpose is to:
 - a. Provide privacy for evaluating and training in activities of daily living, usually performed in the bathroom. This includes use of bathroom fixtures; wheelchair and crutch management; and personal grooming skills, such as bathing, toileting, brushing teeth, and combing hair.
2. Special features:
 - a. Adjacent and readily accessible to both physical and occupational therapy areas
 - b. Size and configuration similar to home bathroom, including separate tub (a separate shower is optional), commode, and basic Pullman with enough room for a head-on adult wheelchair approach to all fixtures
 - c. Grab bars at tub, shower, and commode
 - d. Hot and cold running water, wall medicine cabinet with mirror, toothbrush rack, glass holder, towel bars, home-type toilet paper dispenser

Enclosed Storage

1. Purpose is to provide:
 - a. Secured storage for braces, crutches, walkers, wheelchairs, standers, and other special equipment that may be needed periodically
2. Special features:
 - a. Wall area provided with wall mounted racks for storage of braces and crutches with clearance allowing for wheelchair and other large equipment storage
 - b. Shelving for small equipment and supplies
 - c. Locked

Workshop (Modification of Equipment)

1. Purpose is to provide secure:
 - a. Space for fabrication, adjustment, and maintenance of equipment and self-help aids, and for making splints and casts

- b. Storage of special equipment, hand tools and supplies

2. Special features:

- a. Electrical outlet above workbench and sink counter
- b. Minimum of six feet of counter workbench with a counter top overhang so work may be clamped to it
- c. Light over workbench
- d. Cabinets provided above and below counter with some drawer space, some locking
- e. Adjustable shelves to ceiling, 12 to 15 inches deep
- f. Built-in or space for movable metal cabinet, with lock, for storage of flammable solvent and/or paints
- g. Exhaust fan activated by light switch
- h. Large-sized sink with hot and cold running water and a plaster trap, counter area with Formica drain board with front and back lip
- i. Roll-out bins for storage of wood scraps, sandbags
- j. Space for sewing machine

Physical Therapy (Evaluation/Treatment)

- 1. Purpose is to provide adequate area for:
 - a. Evaluation of respiratory function and basic gross motor skills limited by muscle tone, range of motion, muscle strength, sensory dysfunction, retained primitive reflexes, or delayed postural response
 - b. Treatment services requiring therapeutic equipment for respiratory function and the development of mobility (bed mobility-gait training), therapeutic exercises, and use of adaptive aids
 - c. Monitoring of neuromuscular or musculoskeletal condition, gross motor skills, mobility, and evaluation of durable medical equipment, function of orthotics and prosthetics, and fabrication of splints/casts
 - d. Instruction to care provider/parent or classroom teacher in gross motor activities, use of durable medical equipment and orthotics/prosthetics,

facilitation of movement, positioning in the home/classroom, therapeutic exercises, and range of motion activities

- e. Consultation with parent/care provider, classroom teacher, physician, or other health-related professional for coordination of care; suggestions to facilitate mobility/positioning in the home, classroom, or community; and identification of problem areas that may require medical referral
- f. Private area that can be used for treatment sessions and can also be used for medical therapy conference examination and confidentiality for family conference and dictation of report, in lieu of separate conference room

2. Special features:

- a. Sink with hot and cold running water
- b. Non-skid hard surface flooring with a designated carpet
- c. Electrical outlets
- d. Lower part of windows treated to eliminate distraction from outside and protect window from wheeled vehicle collisions
- e. Wall cabinet storage
- f. Treatment cubicles for privacy
 - A. Curtains/screens (no posts) and some full walls
 - B. Adequate light, heat, and ventilation
 - C. Electrical outlets
- g. General activity area for a large, safe, open area
 - A. Reinforced wall and ceiling for hanging wall and ceiling equipment
 - B. High ceiling and lights to accommodate ball activities
 - C. Counter height windows

Occupational Therapy (Evaluation/Treatment)

- 1. Purpose is to provide adequate areas for:
 - a. Evaluation of oral motor function, ADLs, and basic fine motor skills limited by muscle tone, range of motion, muscle strength, sensory dysfunction, incoordination, retained primitive reflexes, or delayed postural responses

- b. Treatment services requiring therapeutic equipment for oral motor and perceptual motor development relating to the development of activities of daily living (eating, dressing, bathing, grooming, toileting, and use of hand manipulatives), training in household activities, therapeutic exercises, and use of adaptive aids
 - c. Monitoring of neuromuscular or musculoskeletal condition, fine motor/perceptual skills, oral motor development, self-care activities, household activities, use of adaptive aids, and fabrication of splints and adaptive equipment
 - d. Instructions to care providers/parents and classroom teachers in fine motor, oral motor, and perceptual activities; positioning; use of adaptive aids/splints; facilitation of self-care activities; household activities; and therapeutic exercises
 - e. Consultation with parent caregiver, classroom teacher, physician, and other health-related professionals for coordination of care; suggestions to facilitate self-care activities in the home and classroom; age-appropriate home and community activities; and identification of problem areas that may require medical referral
 - f. Private area that can be used for treatment sessions and can also be used for medical therapy conference examination and confidentiality for family conference and dictation of report, in lieu of a separate conference room or space available in physical therapy
2. Special features:
- a. Built-in wall bulletin boards in at least two places in the room, one to be near the hall door
 - b. Ample electrical outlets (floor level plugs)
 - c. Sink with hot and cold running water
 - d. Cabinet area around sink and additional wall cabinet storage in room
 - e. Treatment cubicles to provide an enclosed area separated from the general OT area to minimize distractibility and afford privacy
-

- i. Cubicles separated by two-way cabinets 24" deep with sliding doors and drawers accessible to either cabinet
 - ii. Cubicles curtained off with ceiling hanger
 - iii. Chalkboard and tackboard to baseboard in several areas
 - iv. Long mirror
 - v. Electrical outlets
 - vi. Storage areas with doors for toys, large balls, swings, feeding seats, books, and special equipment
 - vii. Locked storage for electronic equipment, communicators, and computers
- f. General activity area to provide an open safe area for therapeutic games and activities that require gross motion, small group participation, and use of large equipment
 - g. Carpeted/matted area for floor activities

Training Kitchen (ADLs)

1. Purpose is to provide:
 - a. Training in activities of daily living necessary to function as safely and independently as possible, including preparation and storage of food and use of appliances
2. Special features:
 - a. An area larger than a normal kitchen to accommodate wheelchairs, several children, and therapists simultaneously
 - b. Adequate access between homemaking area and OT treatment area
 - c. Hallway access to accommodate groups without interruption of treatments occurring nearby in other areas of OT
 - d. Kitchen equipment similar to that found at home
 - e. Sink with standard height drainboard
 - f. Broom closet

- g. Cabinet space for linens and dishes, including drawers, adjustable shelves, and pull-out boards
- h. Stove (with oven)
- i. Dishwasher
- j. Access to clothes washer and dryer
- k. Adequate electric plug outlets for use of small appliances
- l. Refrigerator

Parking

1. Purpose is to provide:
 - a. Adequate parking space for disabled children and family to have access to the MTU
2. Special features:
 - a. Front row of parking lot closest to the MTU main entrance
 - b. Ramp from parking lot onto sidewalk/entrance to the MTU
 - c. Clearly marked spaces painted using universal symbol for the disabled or sign posted that displays this symbol

Medical Therapy Conference Area

If no area is specifically dedicated for the MTC, the MTU must meet the requirements of the sections of this attachment on PT (page 24) and OT (page 25).

1. Purpose is to:
 - a. Provide private area for the physician to examine children and for the multidisciplinary team to meet and discuss the needs of the child
2. Special Features:
 - a. Examination table
 - b. X-ray illuminator
 - c. Space for family participation
 - d. Space for patient assessment and observation

Supplemental Space (marked with an asterisk)

The following areas are desirable but not always necessary. Should the areas be determined necessary, square footage will vary depending on unit caseload.

*Outdoor Therapeutic

1. Purpose is to:
 - a. Provide an area for functional training in the outdoor environment.

2. Recommended special features:
 - a. Adjacent and accessible to occupational and physical therapy area;
 - b. Paved area for wheelchair and walkers
 - c. Covered walking area with standard curb and simulated street crossing with stop/go signal
 - d. Various surfaces and elevations for gait training (i.e., sand, gravel, grass, bricks, rocks and hills)
 - e. Large grass mound area with a four-foot rise
 - f. Screened from playground area to reduce distractibility of pupil from assigned task
 - g. Wind breaks if area warrants

*Training Bedroom

Minimal requirements are for a private space, storage closet, and bed.

1. Purpose is to provide:
 - a. Privacy for evaluation and training activities of daily living skills usually performed in the bedroom area, such as transfer from bed to crutches or wheelchair; practice in bed making; general household and cleaning activities; self-dressing and undressing; personal grooming; and care of own clothing

2. Special features:
 - a. Adjacent to occupational therapy and accessible to physical therapy
 - b. Screened from the general treatment area
 - c. Space for items listed in the equipment list

***Conference Room**

1. Purpose is to provide area for:
 - a. Conferences
 - b. Interviews
 - c. Lectures
 - d. Progress studies

2. Special features:
 - a. Near therapy office and waiting room
 - b. Two doors, one to outside hall and one into therapy unit
 - c. Tackboard and dry-erase board area
 - d. Electrical outlets, minimum of two
 - e. Intercom unit, depending on size unit

***Therapy Staff Parking (Dedicated)**

1. Purpose is to provide:
 - a. Accessible parking for therapy staff who travel between the MTU and MTU satellite sites

2. Special features:
 - a. Close to the front entrance of the MTU

MTP Equipment List

The MTP equipment list established by CCS and CDE identifies appropriate equipment and supplies necessary to provide MTP services in the MTU. The items listed are basic to the provision of therapy care management, assessments, treatment, or consultation

to disabled children and their families with the goal of providing equal access and uniformity of equipment for children receiving MTP services.

A new MTU will require most items on this list as they are essential to the provision of services in any MTU and receive high usage regardless of the number of children served or the conditions treated. However, some items are for use with conditions that are eligible for the MTP but are not commonly used. These items may not be immediately necessary to establish an MTU. A newly established MTU may be opened, with mutual agreement between CMS and CDE, without all of the equipment on the list if there is a commitment by the LEA to provide the specific and necessary equipment within a specified and reasonable period of time. Existing MTUs may submit requests for equipment on the list that need to be replaced or is necessary to treat children currently receiving services in the MTU.

The list does not include every item of equipment and supply which may be required to assess, treat, or provide consultation for every child in the MTP. Items not on the list will require specific justification and CMS approval prior to presentation to the LEA responsible for providing equipment and supplies for the MTU.

Definitions

1) Equipment - Means those reusable items that are necessary to provide MTP services. These items are accessed by multiple children while receiving MTP services at the MTU or MTU-S. The equipment should have a life expectancy of a year or more.

2) Supplies – Means those items of an expendable or consumable nature that are necessary to provide MTP services. These items augment the provision of MTP services at the MTU or MTU-S. Supplies should have a life expectancy of less than one year.

Equipment and Supply List

Purpose	Item	CCS Responsibility	LEA Responsibility	
Administration: This list includes equipment and supplies to support medical therapy services.	<u>Equipment</u> 1) Answering machine 2) Bookcase/bookshelves 3) Chair and desk/work surface (If separate, 1 per therapist) 4) Computer, IBM compatible (includes CPU, monitor, keyboard, mouse, and printer) 5) Computer table/hutch 6) Copier (or access to one) 7) File cabinets (four-drawer with lock and x-ray storage) 8) Telephone 9) FAX machine 10) Storage cabinet 11) Bulletin boards 12) Paper cutter (or access)	1 4 5 9	2 3 8 10 11 12	
	<u>Supplies</u> 1) Computer software 2) Office supplies, general 3) Office supplies, medical 4) Reference books, medical 5) Phone line, public 6) Phone line, FAX, and modem	1 3 4 6	2 5	
	MTU Conference: This list includes equipment and supplies to support physician assessments during conference.	<u>Equipment</u> 1) Chairs, folding (access) 2) X-ray illuminator 3) Tape recorder (mini) or dictaphone 4) Neurologic hammer 5) Otoscope 6) Examining table (stand alone) or built-in (optional) 7) Sphygmomanometer 8) Stethoscope 9) Scale (standing/sitting) 10) Flashlight (mini) 11) Tape measure (cloth)	2 3 4 5 7 8 9 10	1 6 11
		<u>Supplies</u> 1) Tongue blades 2) Ear swabs (long) 3) Handi-wipes 4) Rubbing alcohol 5) Examining table cover 6) Gowns	1 2 3 4 5 6	

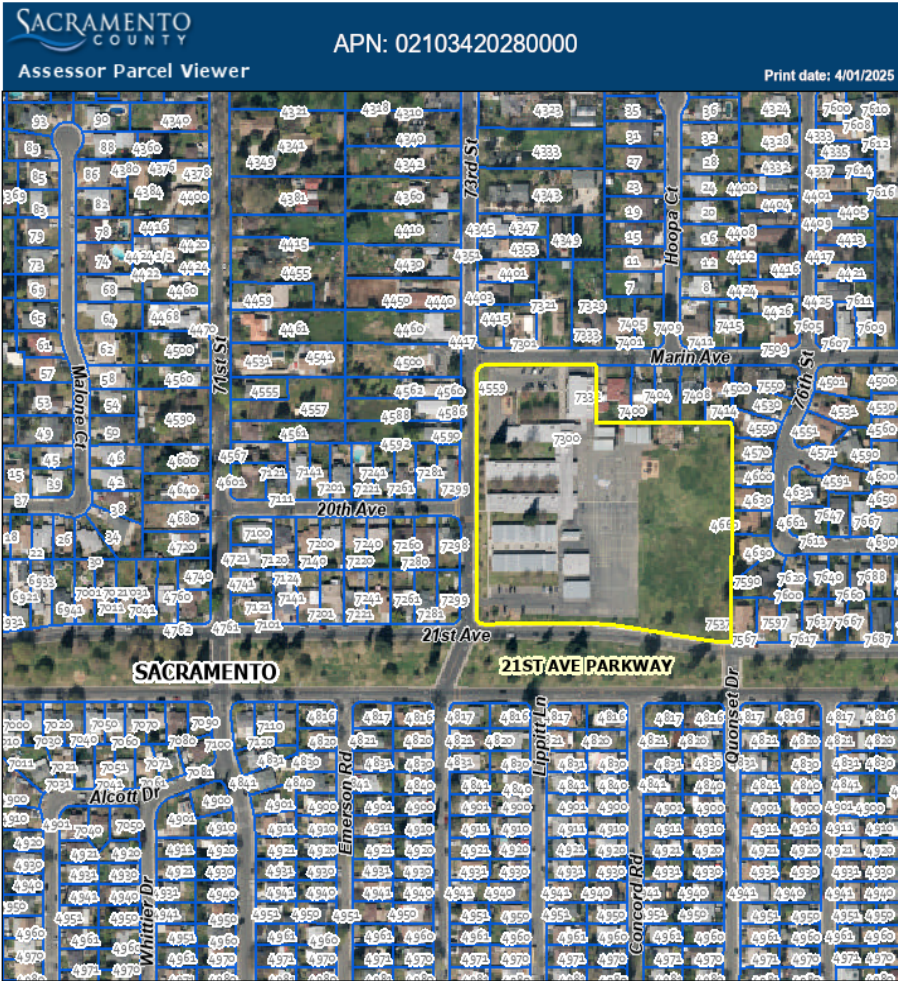
Purpose	Item	CCS Responsibility	LEA Responsibility
<u>PT and OT Services:</u> This list includes equipment and supplies for assessment, treatment, and consultation services to be provided by MTP staff.	<u>Equipment</u> 1) Mobile arm supports 2) Chairs, adjustable (small and medium) with trays 3) Dynamometer 4) Equilibrium board 5) Tape measures (metric) 6) Goniometers (large, small, and finger sizes) 7) Elevated treatment table and mats 8) Floor mats 9) Pinch gauge 10) Polaroid camera 11) Privacy screens/curtains 12) Ramp and curb set 13) Spirometer, hand-held 14) Training stairs 15) Computer for student use includes software and adaptive accessories 16) Ambulation belts 17) Crutches, canes, etc. 18) Balance beam 19) Therapy balls, assorted sizes and ball rack 20) Stationary bike, adjustable 21) Crutch rack 22) Wall pulley system with weights and weight rack 23) Swivel hook, ceiling mounted with: a) Net swing b) Bolster c) Platform 24) Hydraulic lift and sling 25) Foot placement ladder 26) Mirror, mobile (full length) 27) Mirror, three-panelled 28) Parallel bars (adjustable) 29) Weights (ankle, wrist adjustable) and weight rack 30) Caster cart 31) Storage cabinets standard 32) Prone stander 33) Tilt table	10	1 2 3 4 5 6 7 8 9 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

Purpose	Item	CCS Responsibility	LEA Responsibility	
<u>PT and OT Services:</u> This list includes equipment and supplies for assessment, treatment, and consultation services to be provided by MTP staff (cont.).	34) Pull-up bar, portable		34	
	35) Push-up blocks		35	
	36) Stall bars		36	
	37) Stools, rolling		38	
	38) Tables: child size, cut-out and adjustable, standard table			
	39) Walkers			39
	40) Tricycles, with therapeutic attachments			40
	41) Standardized testing kits (assorted)			41
	42) Head pointer, adjustable			42
	43) Air splints			43
	44) Bolsters/wedges, assorted			44
	45) Push cart			45
	46) Hand placement mitt			46
	47) Helmets, assorted sizes			47
	48) Sand bags			48
	49) Scooter boards			49
	50) Toys: balls, blocks, dolls, Legos, push/pull toys, puzzles, scissors, bean bags, etc.			50
	51) High chair			51
	52) Feeder seat (assorted sizes)			52
	53) Microwave			53
	54) Stove/oven, standard			54
	55) Washer/dryer			55
	56) Refrigerator			56
	57) Toilet seat, raised (portable)			57
	58) Toilet bars, portable			58
	59) Tub bars, portable			59
	60) Transfer bench			60
	61) Hydrocollator, hot pack and tongs			61
	62) Paraffin bath			62
	63) Shower hose, hand-held			63
	64) Pegboards			64
	65) Reachers			65
	66) Dressing/grooming aids, assorted			66
	67) Adaptive switches and mountings (for toys)			67
68) Video monitor		68		
69) Video equipment (camera and player)		69		
70) Bed (or access to)			70	
71) Air pump and attachments (or access to)			71	
72) Bending/towels			72	
73) Feeding equipment			73	


Purpose	Item	CCS Responsibility	LEA Responsibility	
<u>PT and OT Services:</u> This list includes equipment and supplies for assessment, treatment, and consultation services to be provided by MTP staff (cont.).	74) Safety mats for bathroom/tub 75) Kitchen cookware 76) Dishes and utensils 77) Kitchen appliances, small 78) Corner chair 79) Bath chair 80) Cast cutter 81) Bandage scissors 82) Whiteboard 83) Easel		74 75 76 77 78 79 80 81 82 83	
	<u>Supplies</u> 1) Theraband/exercise tubing 2) Gloves, disposable 3) Cleaning: spray bottles, disinfectant, sponges, laundry/dish soap 4) Mouth pieces for hand-held spirometer, disposable 5) Paraffin 6) Toilet paper 7) Paper towels 8) Kleenex 9) Arts and crafts, assorted 10) Film/videotape 11) Food (for training)	1 2 4 5 10	3 6 7 8 9 11	
	<u>Therapy Workshop:</u> This list includes equipment and supplies to fabricate and maintain adaptive equipment utilized by children during MTP activities.	<u>Equipment</u> 1) Storage cabinet, fireproof 2) Heat gun 3) Storage cabinet, standard 4) Electric skillet 5) Iron/ironing board 6) Sewing machine, heavy-duty (or access to) 7) Router (hand-held) 8) Jigsaw (hand-held) 9) Work table with clamps 10) Hand tools, assorted 11) Scissors, assorted 12) Electric hand drill and accessories 13) Extension cord 14) Staple gun 15) Electric screwdriver (cordless)		1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Purpose	Item	CCS Responsibility	LEA Responsibility
	<u>Supplies</u> 1) Plaster 2) Plastics (thermo) 3) Orthotic glue 4) Splinting materials and accessories 5) Wood 6) Sewing accessories 7) Hardware (assorted) 8) Foam	1 2 3 4 5 6 8	7

Exhibit C



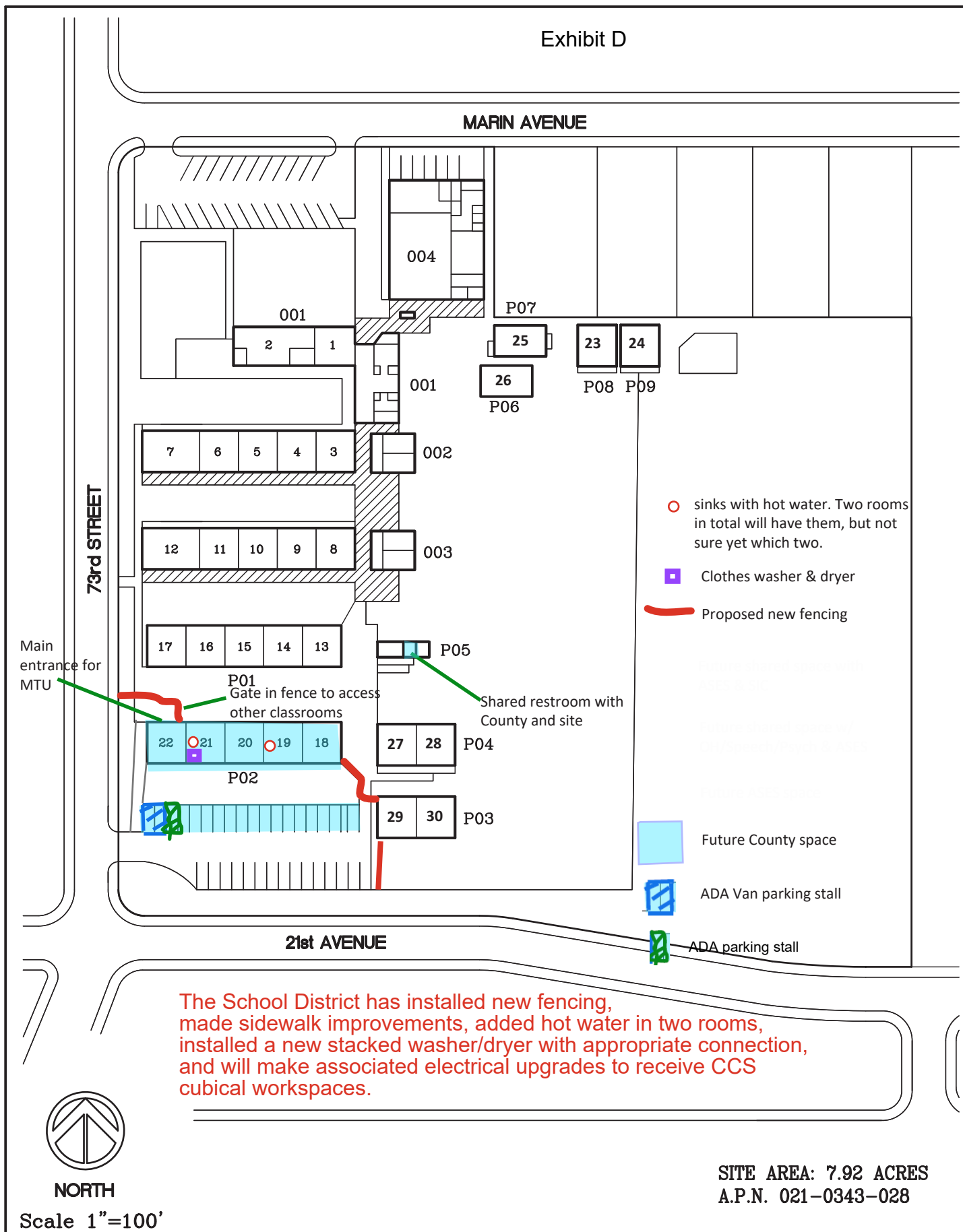
1" = 297'

-  City Boundaries
-  Sacramento County Boundary
-  Parcel Boundaries, Level 16,17,18,19,20

 **New Joseph Bonnheim
3700 Marin Avenue**

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Exhibit D



Joseph Bonnheim Elementary School (183)
7300 Marin Avenue
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM

OCTOBER 2001



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.11

Meeting Date: April 10, 2025

Subject: Approve Memorandum of Agreement Between SCUSD and USDA Forest Service to Evaluate District Urban Forestry Needs and Efforts

- 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: Approve the Memorandum of Agreement (MOA) Between SCUSD and USDA Forest Service to Evaluate District Urban Forestry Needs and Efforts.

Background/Rationale: The District previously brought forward a very similar item for Board approval at the February 20, 2025 Board meeting. However, due to recent changes at the Federal level, we are bringing back a revised MOA that is more aligned with recent changes.

The District has focused on how to increase the amount of tree canopy at school sites in order to provide increased shade, outdoor learning opportunities, and aesthetics. This MOA furthers that the purpose by working with the Forest Service to evaluate urban tree planting and management efforts, barriers, needs, and cooling benefits at approximately 16 elementary schools within the District, spanning varying levels of socioeconomic status and canopy cover.

Financial Considerations: None.

LCAP Goal(s):

- Goal 2 – Academic Outcomes
- Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. Memorandum of Understanding Between Sacramento City Unified School District and USDA Forest Service

Estimated Time of Presentation: NA

Submitted by: Nathaniel Browning, Director, Planning and Property Management

Approved by: Chris Ralston, Assistant Superintendent, Facility Support Services

Janea Marking, Chief Business and Operations Officer

Lisa Allen, Superintendent

**Memorandum of Agreement
between the
Sacramento City Unified School District
and the
United States Department of Agriculture, Forest Service
Pacific Southwest Research Station**

Sacramento City Unified School District (“District” or “SCUSD”) and the United States Department of Agriculture, Forest Service, Pacific Southwest Research Station (“Forest Service” or “PSW”), collectively referred to as “the Parties,” hereby enter into this Memorandum of Agreement (“MOA”) effective on April 4, 2025 (“Effective Date”), with respect to the following recitals.

RECITALS

WHEREAS, District stands as the 12th largest school district in California, encompassing 75 public schools and 7 independent charter schools that serve nearly 40,000 students from varied backgrounds;

WHEREAS, the purpose of this MOA is to pursue and support a collaborative effort between the Parties on evaluating urban tree planting and management efforts, needs, and cooling benefits at approximately 16 elementary schools (“Schools”), spanning varying neighborhoods and canopy cover, further outlined in **Exhibit A**, during the term of this MOA;

WHEREAS, evaluation and monitoring activities conducted at the schools will be utilized to inform District in their urban forestry and sustainability efforts as well as inform scholarship, practice, and policy regarding school greening in the State of California and beyond;

WHEREAS, District is rethinking their schoolyards to make them much more resilient and better equipped for varied forms of play and learning, and the District believes that schoolyards are needed to protect students from extreme heat while also nurturing their development and growth;

WHEREAS, District is actively working to garner resources and partnerships to leverage for the possibility of developing an urban forestry master plan for the District;

WHEREAS, Forest Service has Strategic Plan goals to Deliver Benefits to the Public and Apply Knowledge Globally, specifically, to Strengthen Communities (objective E) and Connect People to the Outdoors (objective F);

WHEREAS, Forest Service has scientific expertise in urban forestry and a project (“Project”) to evaluate tree management strategies and cooling benefits, formalized through agreements with the University of California, Los Angeles, and the University of California, Davis;

WHEREAS, PSW’s charter includes the Humans and Nature priority area, which encompasses resilience of urban forests, heat island effects, and informing management strategies, all of which align with the Project;

WHEREAS, PSW’s charter also stresses a co-production approach among scientists and managers, with collaboration to inform stewardship strategies and adaptive decision-making;

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. Roles and Responsibilities

A. Forest Service shall:

- a. Follow the District approval process for Academic Research.

- b. Coordinate the study among the Forest Service scientists, SCUSD staff, and partners.
- c. Communicate preliminary and final findings to SCUSD and their partners.
- d. Conduct Science, Technology, Engineering, Arts, and Math (STEAM) enrichment activities at select SCUSD schools outlined in **Exhibit A**.
- e. Share tree inventory data collected on SCUSD school campuses.

B. District shall:

- a. Provide access to Schools outlined within this MOA, and as outlined hereto.
- b. Provide access to District staff for research purposes.
- c. Review and provide feedback on Forest Service deliverables in a timely manner.
- d. Support STEAM enrichment activities at select SCUSD schools.
- e. Continue to implement urban forest pilot projects already identified within the District at time this MOA is executed.
- f. Continue to pursue funding and support opportunities to further urban forestry master plan efforts across the District.

2. Term and Termination. The term of this MOA shall be from April 4, 2025, and continue for a term of three years and ending on March 11, 2028 (“Term”). Either Party may terminate this MOA without cause and without incurring financial obligation with delivery of a written notice at least thirty (30) days in advance to the other Party at the address below:

If to District:
 Sacramento City Unified School District
 PO Box 246870
 Sacramento CA 95824-6870
 Attn: Tina Alvarez Bevens, Contracts

If to Organization:
 USDA Forest Service
 Pacific Southwest Research Station
 1323 Club Drive
 Vallejo, CA 94592
 Attn: Juliann Aukema

3. Payment. There will be no financial obligation by either Party to the other Party during the Term of this MOA.
4. Independent Status. This MOA is by and between independent agents and does not create the relationship of agent, employee, partnership, joint venture and/or association between the independent agents.
5. Fingerprinting Requirements. Organization agrees that any individual it assigns to provide services directly to, or have any contact with, pupil(s) of the District, shall be subject to the fingerprinting/background and TB requirements set forth in the California Education Code. Any individual that Organization assigns to provide services directly to, or have any contact with, pupil(s) of the District shall have undergone the background check required in §45125(b)&(c), including response by DOJ, before any service or contact with pupil(s) of the District is allowed. Forest Service Staff shall go through the District process for all fingerprinting/background and TB requirements.

Pursuant to Education Code §45125.1, Organization shall provide a complete list to the District of all individuals cleared by the DOJ who will provide services under this Agreement (or MOA) and shall certify in writing to the District that Organization has no information that any of the individuals who are required to have their fingerprints submitted to the Department of Justice (DOJ), and who may come in contact with pupils, have been convicted of a “violent or serious felony” as defined in §45122.1 or that they have been advised of any such arrest by the DOJ. Organization shall continuously monitor through DOJ, and obtain subsequent arrest notification from DOJ, regarding any individual whose fingerprints were submitted pursuant to §45125.1 and who is or will be providing service directly to, or has contact with, pupil(s) of the District. Upon receipt of a subsequent arrest notification from DOJ, Organization shall, within 24 hours,

notify the District of such arrest notification and prohibit the individual from having any further contact with any pupil(s) of the District until such time as the individual's arrest has been determined to not involve a "violent or serious felony" as defined in §45122.1 or the notification has been withdrawn by DOJ. If an individual is disqualified from working for the District pursuant to the requirements of the California Education Code, even if only temporarily, Organization agrees to provide a replacement within 15 days of receiving notification that the previous individual has been disqualified.

Organization further agrees and certifies that any individual providing services directly to any pupil(s) of the District whether qualifying as a Mandated Reporter as defined by California Penal Code §11165.7(a), or not, shall be provided annual training on child abuse and mandated reporting of child abuse or neglect utilizing an evidence-based training method which includes training on how to recognize conduct of adults which may trigger reasonable suspicion of abuse of children, i.e., "red-flag" or "grooming" behaviors.

Failure to adhere to the terms of this provision is grounds for termination of the MOA.

6. Mutual Indemnification. Each of the Parties shall defend, indemnify and hold harmless the other Party, its officers, agents and employees from any and all claims, liabilities and costs, for any damages, sickness, death, or injury to person(s) or property, including payment of reasonable attorney's fees, and including without limitation all consequential damages, from any cause whatsoever, arising directly or indirectly from or connected with the operations or services performed under this MOA, caused in whole or in part by the negligent or intentional acts or omissions of the Parties or its agents, employees or subcontractors.

It is the intention of the Parties, where fault is determined to have been contributory, principles of comparative fault will be followed and each Party shall bear the proportionate cost of any damage attributable to fault of that Party. It is further understood and agreed that such indemnification will survive the termination of this MOA.

7. Insurance. The Federal government does not purchase private insurance to cover potential liability of government employees acting within the scope of employment. This is because it is a long-standing policy of the United States to self-insure its own risk of loss. See, e.g., B-158766, 1977 U.S. Comp. Gen. LEXIS 3075. This policy applies in the context of tort liability as well as to property damage or loss. As a result, the Federal government is generally not permitted to use taxpayer funds to purchase insurance in the absence of express statutory authority.

Under the Federal Tort Claims Act, 28 U.S.C. 2671 §§2671 et seq., the Government may pay claims for injury or property damage resulting from negligence by federal employees. Such claims must be filed within 2 years of sustaining the loss, damage, or injury, and is a simple process of filing a Standard Form 95 (available from multiple sources via an internet search) directly with the USDA.

8. Notices. Any communications affecting the operations covered by this agreement given by the U.S. Forest Service or SCUSD is/are sufficient only if in writing and delivered in person, mailed, or transmitted electronically by e-mail or fax, as follows:

To the U.S. Forest Service Program Manager, at the address specified in the grant/agreement.

To the SCSUD contact, at the SCUSD address shown in the grant/agreement or such other address designated within the grant/agreement.

Notices are effective when delivered in accordance with this provision, or on the effective date of the notice, whichever is later.

9. Information Security. By accepting this agreement, the servicing agency agrees to comply with all Federal information laws, regulations and requirements; and shall be responsible for properly protecting all information used, gathered, or developed as a result of work under this agreement.

If information is stored, developed, or transmitted electronically, the servicing agency shall, upon request, provide to the U.S. Forest Service Information Security staff for review and examination documentation which supports the servicing agency's assertion that adequate information technology (IT) security controls are in place to protect U.S. Forest Service information and data which it holds. Documentation may include, but is not limited to, certification and accreditation documentation, security testing results, audit and assessment results, and risk documentation.

The servicing agency shall notify the U.S. Forest Service Computer Incident Response Team (CIRT), by e-mail, at CIRT@fs.fed.us, within 1 business day of any security incidents which affected or may affect the confidentiality, integrity, or availability of the U.S. Forest Service information and data which it holds, and include an analysis of the extend of the incident and summary of preliminary corrective actions.

10. Use of U.S. Forest Service Insignia. In order for SCUSD to use the U.S. Forest Service insignia on any published media, such as a Web page, printed publication, or audiovisual production, permission must be granted from the U.S. Forest Service's Office of Communications. A written request must be submitted and approval granted in writing by the Office of Communications prior to use of the insignia.
11. Public Notices. It is U.S. Forest Service's policy to inform the public as fully as possible of its programs and activities. SCUSD is/are encouraged to give public notice of the receipt of this agreement and, from time to time, to announce progress and accomplishments. Press releases or other public notices should include a statement substantially as follows:

"Pacific Southwest Research Station of the U.S. Forest Service, Department of Agriculture."

SCUSD may call on U.S. Forest Service's Office of Communication for advice regarding public notices. SCUSD is/are requested to provide copies of notices or announcements to the U.S. Forest Service Program Manager and to U.S. Forest Service's Office Communications as far in advance of release as possible.

12. U.S. Forest Service Acknowledged in Publications, Audiovisuals, and Electronic Media. SCUSD shall acknowledge U.S. Forest Service support in any publications, audiovisuals, and electronic media developed as a result of this MOA.
13. Principal Contacts. Individuals listed below are authorized to act in their respective areas for matters related to this agreement.

Principal Cooperator Contacts:

Cooperator Program Contact	Cooperator Administrative Contact
Name: Nathaniel Browning Address: 425 1 st Avenue City, State, Zip: Sacramento, CA 95818 Telephone: (916) 257-9640 Email: Nathaniel-Browning@scusd.edu	Name: Chris Ralston Address: 425 1 st Avenue City, State, Zip: Sacramento, CA 95818 Telephone: (916) 395-3970 Email: Chris-Ralston@scusd.edu

Principal U.S. Forest Service Contacts:

U.S. Forest Service Program Manager Contact	U.S. Forest Service Program Manager Contact
Lara Roman USDA Forest Service Pacific Southwest Research Station 4955 Canyon Crest Drive Riverside, CA 92507 Telephone: (215) 917-8899 Email: lara.roman@usda.gov	Natalie van Doorn USDA Forest Service Pacific Southwest Research Station 4955 Canyon Crest Drive Riverside, CA 92507 Telephone: (510) 277-5725 Email: natalie.vandoorn@usda.gov

14. Entire Agreement. This MOA contains the entire agreement between the parties and supersedes all prior agreements between them with respect to the subject matter of this agreement. There are no promises, terms, conditions or obligations, oral or written, between or among the parties relating to the subject matter of this agreement that are not fully expressed in this MOA. This MOA may not be modified, changed, supplemented or terminated, nor may any obligations under this agreement be waived, except by written instrument signed by the party to be otherwise expressly permitted in this MOA.
15. Nondiscrimination. In accordance with SCUSD policies, any service provided by the parties pursuant to this MOA shall be without discrimination and in accordance with all applicable Federal and State laws and regulations.
16. Rules and Regulations. All rules and regulations of the District's Board of Education and all federal, state and local laws, ordinance and regulations are to be strictly observed by the Organization pursuant to this MOA. Any rule, regulation or law required to be contained in this MOA shall be deemed to be incorporated herein.
17. Amendments. The terms of this MOA shall not be amended in any manner except by written agreement signed by the Parties.
18. Execution in Counterparts. This MOA may be executed in counterparts such that the signatures of the parties may appear on separate signature pages. Facsimile or photocopy signatures shall be deemed original signatures for all purposes.
19. Authority. Each party represents that they have the authority to enter into this MOA and that the undersigned are authorized to execute this MOA.

IN WITNESS THEREOF, the Parties have caused this agreement to be executed.

**SACRAMENTO CITY
UNIFIED SCHOOL DISTRICT**

U.S. FOREST SERVICE

By: _____
Janea Marking
Chief Business & Operations Officer

By: */Juliann Aukema/* _____
Juliann Aukema
Assistant Director, Research
Pacific Southwest Research Station

Date

3/12/2025 _____
Date

EXHIBIT A. Selected and eligible schools

A given elementary school within SCUSD was deemed eligible for consideration in our proposed study if it is a:

- 1) non-charter, traditional, public school,
- 2) school that serves grades K-5 or K-6, and
- 3) school that is not co-located with other ineligible schools (e.g., middle schools, charter schools).

There were 40 schools that met these criteria, of which 16 are proposed for the study. The schools selected for the study will be finalized in consultation with SCUSD facilities and sustainability staff as well as external nonprofit partners.

The following is an initial set of selected schools for the tree study (n=16):

- Bret Harte Elementary
- Camellia Elementary
- Earl Warren Elementary
- Father Keith B. Kenny
- Isador Cohen Elementary
- John Bidwell Elementary
- John Cabrillo Elementary
- John D. Sloat Elementary
- Leataata Floyd Elementary
- Matsuyama Elementary
- Parkway Elementary
- Phoebe A. Hearst Elementary
- Sequoia Elementary
- Tahoe Elementary
- Washington Elementary
- William Land Elementary

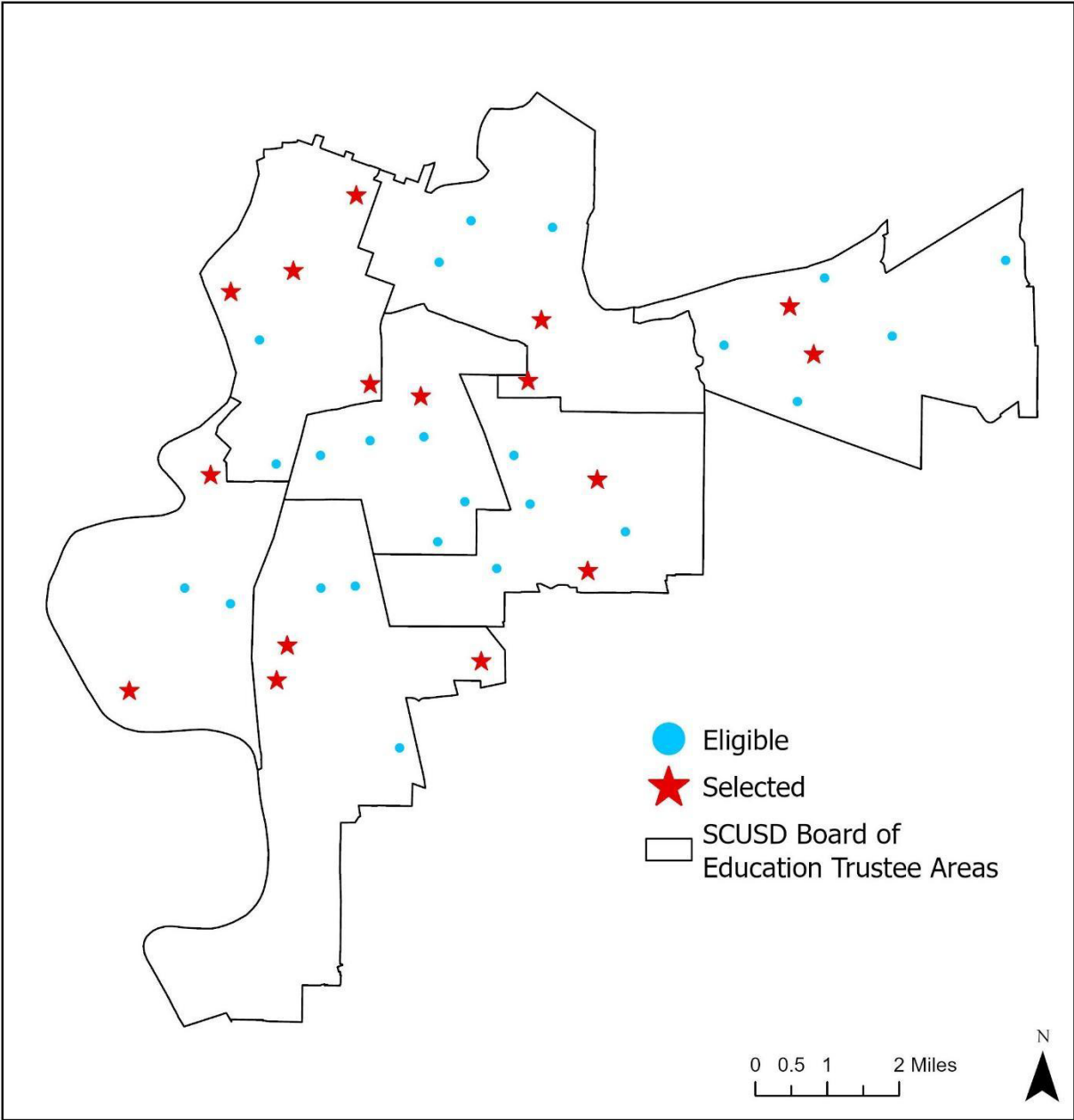
Full list of SCUSD eligible elementary schools for our study (n=40):

- Abraham Lincoln Elementary
- Bret Harte Elementary
- Caleb Greenwood Elementary
- Camellia Elementary
- Caroline Wenzel Elementary

- Crocker/Riverside Elementary
- David Lubin Elementary
- Earl Warren Elementary
- Elder Creek Elementary
- Ethel I. Baker Elementary
- Ethel Phillips Elementary
- Father Keith B. Kenny
- Golden Empire Elementary
- H. W. Harkness Elementary
- Hollywood Park Elementary
- Hubert H. Bancroft Elementary
- Isador Cohen Elementary
- James Marshall Elementary
- John Bidwell Elementary
- John Cabrillo Elementary
- John D. Sloat Elementary
- Leataata Floyd Elementary
- Mark Twain Elementary
- Matsuyama Elementary
- Nicholas Elementary
- O. W. Erlewine Elementary
- Oak Ridge Elementary
- Pacific Elementary
- Parkway Elementary
- Phoebe A. Hearst Elementary
- Pony Express Elementary
- Sequoia Elementary
- Susan B. Anthony Elementary
- Sutterville Elementary
- Suy:u Elementary
- Tahoe Elementary
- Theodore Judah Elementary
- Washington Elementary

- William Land Elementary
- Woodbine Elementary

Figure A1. Map depicting eligible schools (blue circles) and selected schools (red stars) and the 7 trustee areas within SCUSD.





SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1m

Meeting Date: April 10, 2025

Subject: Approve Notice of Exemption for Fern Bacon Modernization Project

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

Division: Facility Support Services

Recommendation: Approve Notice of Exemption for Fern Bacon Modernization Project.

Background/Rationale: Sacramento City Unified School District (SCUSD) will be modernizing the Fern Bacon Middle School site beginning later this summer. As such, SCUSD reviewed this proposed project to ensure that it complies with the environmental review and mitigation requirements of the California Environmental Quality Act (CEQA). The CEQA statutes are located in Public Resources Code, Section 21000 et seq. and the State CEQA Guidelines (14 CCR 15000 et seq.) CEQA requires that all state and local government agencies consider the environmental consequences of projects over which they have discretionary authority before acting on those projects.

Section 15061(a) of the CEQA Guidelines states that once a lead agency has determined that an activity is a project subject to CEQA, a lead agency shall determine whether the project is exempt from CEQA. The CEQA statutes and guidelines include a listing of activities which are considered to be exempt from CEQA. Some activities are exempted specifically by statute and others are exempted based on the category of activity. If the lead agency determines that a proposed project is exempt, then a Notice of Exemption is filed by the lead agency for the project and no further environmental review is required.

Categories of exemption applicable to the project include:

- “Class 1 (Section 15301) consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency’s determination.”
- “Class 2 (Section 15304) consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure

replaced and will have substantially the same purpose and capacity as the structure replaced.”

- “Class 14 (Section 15314) consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms. The addition of portable classrooms is included in this exemption.”
- “Class 31 (Section 15331) consists of projects limited to maintenance, repair, stabilization, rehabilitation, restoration, preservation, conservation or reconstruction of historical resources in a manner consistent with the Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings (1995), Weeks and Grimmer.”

Financial Considerations: None

LCAP Goal(s): : Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. CEQA Checklist and Initial Study

Estimated Time of Presentation: NA

Submitted by: Nathaniel Browning, Director, Planning and Property Management

Approved by: Chris Ralston, Assistant Superintendent, Facilities Support Services

Janea Marking, Chief Business and Operations Officer

Lisa Allen, Superintendent

Sacramento City Unified School District

Fern Bacon Middle School Improvement Project

CEQA Checklist and Initial Study

INTRODUCTION

The purpose of this report is to ensure that the proposed project complies with the environmental review and mitigation requirements of the California Environmental Quality Act or CEQA. The CEQA statutes are located in Public Resources Code, Section 21000 et seq. and the State CEQA Guidelines (14 CCR 15000 et seq.) CEQA requires that all state and local government agencies consider the environmental consequences of projects over which they have discretionary authority before acting on those projects. The Sacramento City Unified School District (hereinafter District) is the lead agency for this CEQA review.

The Initial Study is a public document used by the decision-making agency to determine whether a project may have a significant effect on the environment. If the lead agency finds substantial evidence that any aspect of the project, either individually or cumulatively, may have a significant effect on the environment, regardless of whether the overall effect of the project is adverse or beneficial, the lead agency is required to prepare an environmental document.

The purpose of CEQA is to identify, disclose and to the extent feasible mitigate any significant physical environmental effects of a proposed project. CEQA focuses on physical environmental effects and does not generally review social or economic effects unless such effects result in a physical environmental impact. Section 21060.5 of the CEQA Statutes defines "Environment" as the "physical conditions which exist within the area which will be affected by a proposed project, including land, air, water, minerals, flora, fauna, noise, objects of historic or aesthetic significance."

PROCESS FOR DETERMINING THE STATUS OF A PROJECT UNDER CEQA

The CEQA Guidelines outline a basic process for assessing the type of environmental review required for a project. This process generally requires that the lead agency undertake the following steps:

Define the Action and Determine if it is a Project Under CEQA. Generally, CEQA defines a project as any action that requires discretionary approval by the lead agency. In this case, the District's Board of Education is required to use their discretion to approve or disapprove any closures of schools, and the related transfers of students. Thus, the proposed closure of schools would be considered a project under CEQA.

Determine if the Project is Exempt from CEQA by Statute or Category of Action. Section 15061(a) of the CEQA Guidelines states that once a lead agency has determined that an activity is a project subject to CEQA, a lead agency shall determine whether the project is exempt from CEQA. The CEQA statutes and guidelines include a listing of activities which are considered to be exempt from CEQA. Some activities are exempted specifically by statute and others are exempted based on the category of

activity. If the lead agency determines that a proposed project is exempt, then a Notice of Exemption is filed by the lead agency for the project and no further environmental review is required.

CEQA EXEMPTIONS APPLICABLE TO THE PROJECT

Chapter 3 (commencing with Section 15000) of Division 6 of Title 14 of the California Administrative Code” defines the types of activities which may be exempt from CEQA.

Categories of exemption applicable to the project include:

“Class 1 (Section 15301) consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency’s determination.”

“Class 2 (Section 15304) consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced.”

““Class 14 (Section 15314) consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms. The addition of portable classrooms is included in this exemption.”

“Class 31 (Section 15331) consists of projects limited to maintenance, repair, stabilization, rehabilitation, restoration, preservation, conservation or reconstruction of historical resources in a manner consistent with the Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings (1995), Weeks and Grimmer.”

Although CEQA includes exemptions, CEQA also states in brief that a categorical exemption may not apply where there are other outstanding environmental issues posed by the project. For this reason, the District has chosen to conduct an Initial Study to determine if there are any potentially adverse environmental impacts of the project.

PROJECT LOCATION

The proposed project is located on the campus of the Fern Bacon Middle School located at 4140 Cuny Avenue, Sacramento, California in the Fruitridge Pocket of the unincorporated area of the County of Sacramento.

BACKGROUND

Fern Bacon Middle School serves 7th and 8th grade students in South Sacramento. The school was initially constructed in 1960 to respond to the rapid suburbanization in South Sacramento and the Fruitridge Pocket. The school was constructed to house over 1,400 students and during the 1980s and 1990s, the school did have high enrollment. In recent decades enrollment has declined significantly. Current enrollment at the site is 647 students (2023-2024 CDE Data Quest). In June 2020, the District had a

Facility Condition Assessment prepared for Fern Bacon Middle School by EMG, a consulting firm specializing in school facilities. The results of this assessment showed that Fern Bacon school was showing signs of heavy wear and several buildings were approaching the end of their useful life. Major systems such as the on-site water and sewer distribution systems needed replacement. Through-out the campus, cracked asphalt and concrete was evident. The most prevalent score for components or systems of most building was “Fair” defined by the report as “Showing signs of wear and use but still satisfactory as-is, typically near the median of its estimated useful life. Component or system is performing adequately at this time but may exhibit some signs of wear, deferred maintenance, or evidence of previous repairs. Repair or replacement will be required due to the component or system’s condition and/or its estimated remaining useful life.” After considering the costs of comprehensive renovation compared to the costs of rebuilding some buildings, it was determined that rebuilding some of the structures on campus would allow for a more efficient use of land and limited District funding. It was further determined that restoration of the gymnasium and the multi-purpose buildings would be more efficient than rebuilding those two structures. However, buildings which housed classrooms and offices should be replaced to better address current educational needs, system deficiencies, and cost effectiveness.

PROPOSED PROJECT ELEMENTS

The project consists of the following key elements:

- Demolition of four existing buildings, paving, landscaping, and utilities;
- Construction of a new two-story classroom building, and two single-story classroom buildings
- Modernization of the existing multi-purpose building and gymnasium; and
- Completion of site work, paving, landscaping, and fencing.

Demolition and or renovations will include:

- Removal of Administration Building facing Cuny Avenue, removal of Classroom buildings OOA, OOC and OOE, and removal of the music building. Remove portables on site.
- Replace or restore existing hard-scape areas including the parking lot and accessways for safety and ADA compliance.
- Grade and contour site to install new drainage and new irrigation systems. Contour and landscape on site stormwater retention areas.
- Remove trees which are dead or in poor condition.
- Replace/renew hard court and sports field areas.
- Landscaping with new grass areas, shrubs, and the addition of over 347 trees and installation of additional shade structures. Existing mature trees that face Cuny Avenue would be protected and saved. Some smaller trees in the parking area and those located in between classroom buildings need to be removed to accommodate the new site plan.
- Replace deteriorated fixtures and systems in the Gymnasium and Multi-purpose buildings, food service area, restroom fixtures, signage, and other items.

New Construction will include:

- Construct a new 2-story 79,969 sf admin and classroom building. This main building will house approximately 31 classrooms, staff and meeting rooms and restrooms.

- Construct a new 11,912 sf. classroom building to visual and performing arts, career development and college preparation areas;
- Construct a new after-school building (5,584 sf) to house after school programs.
- Expand and reconfigure the parking lot to increase parking space and improve internal circulation to facilitate student pick-up and drop-off. The revised parking area will include 138 parking spaces including the required spaces for electric vehicles and disabled users.

ENVIRONMENTAL SCREENING CEQA CHECKLIST (INITIAL STUDY)

Attachment 1 is the Environmental Screening Checklist and narrative. This checklist is based on Appendix G of the State CEQA Guidelines as amended. For this review, the Standards of Significance are derived from either CEQA Appendix G or where applicable the County of Sacramento General Plan which is the jurisdiction in which the project is located. The Environmental Checklist and Screening was completed using the best available information.

CLASSIFICATIONS OF SIGNIFICANCE OF AN IMPACT USED IN THE CHECKLIST

For each impact area, the CEQA Appendix G Checklist of items is used as appropriate. Based on the best available information an assessment of the significance of the impact is made in this report. The significance of impacts is categorized as follows:

"Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is generally required unless mitigation measures are available to reduce the impact.

"Less-than-significant with Mitigation Measures" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less-than-significant Impact."

"Less-than-significant Impact" applies where the project's impacts are insubstantial and do not require any mitigation to reduce impacts.

"No Impact" applies to issue areas which do not affect the project or/or the project does not affect.

DISTRICT CONTRACT FOR FURTHER INFORMATION

Nathaniel Browning, Director of Planning and Property Management
 Sacramento City Unified School District
 425 1st Avenue
 Sacramento CA 95818
 916.257.9640
nathaniel-browning@scusd.edu

SOURCES CONSULTED AND INCORPORATED BY REFERENCE

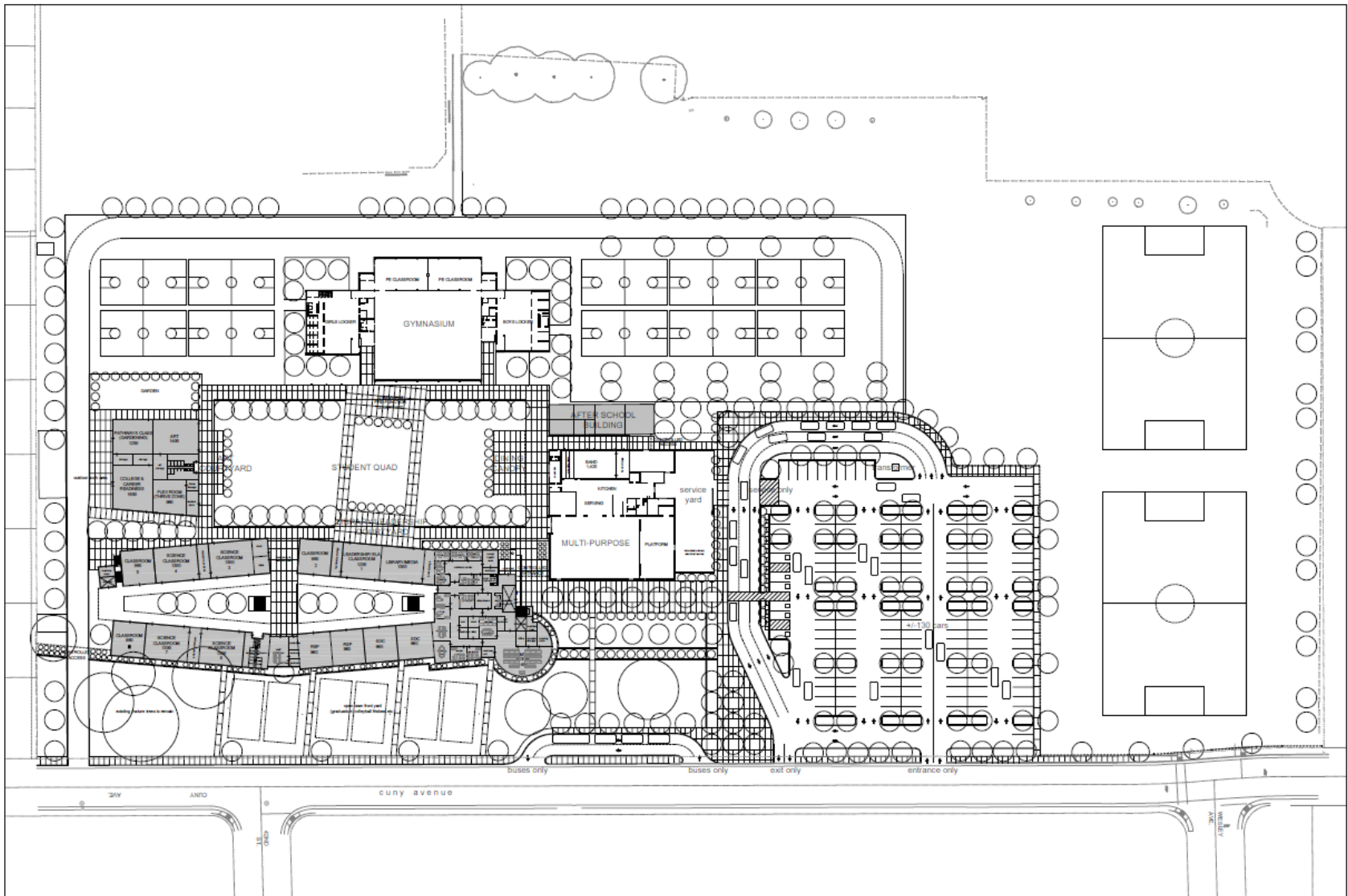
- County of Sacramento *General Plan, 2005-2030*, adopted by the Board of Supervisors Final Environmental Impact Report for the County of Sacramento General Plan, 2005-2030, initially adopted November 9, 2011. Sacramento, CA. as amended.
- Final Environmental Impact Report for the County of Sacramento General Plan, 2005-2030, certified November 9, 2011. Sacramento, CA.
- Final South Sacramento Habitat Conservation Plan. Prepared by: County of Sacramento City of Rancho Cordova City of Galt Sacramento County Water Agency Southeast Connector Joint Powers Authority. February 2018, Sacramento CA.
- Sacramento County Active Transportation Plan, Sacramento, CA, 2022. Sacramento, CA.
- City of Sacramento *General Plan 2035*, City of Sacramento, March 3, 2015, Sacramento, CA.
- City of Sacramento General Plan 2035, Draft Master Environmental Impact Report and Appendices, August 2014, Sacramento, CA.
- City of Sacramento *Register of Historical and Cultural Resources*, City of Sacramento, 2011, as updated 2015. Sacramento, CA.
- City of Sacramento. *Zoning Ordinance*, Chapter 17.28.30. City of Sacramento, CA.
- Sacramento Metropolitan Air Quality Management District, *Guide to Air Quality Assessment in Sacramento County*, December 2009 as revised through 2024. Sacramento, CA.
- California Governor's Office of Planning and Research. 2003. *Guidelines for the Preparation and Content of the Noise Element of the General Plan*.
- Plans and Drawings for Fern Bacon Middle Campus Revitalization, submitted to the Division of State Architect by SCUSD, prepared by Nacht and Lewis Architects, 2025
- SCUSD *Fern Bacon, Bowling Green Chacon, Bowling Green McCoy School, Local Transportation Analysis*, prepared for SCUSD by Kimley Horn, Transportation, November 18, 2024.
- *Preliminary Arborist Report For Fern Bacon Middle School, 4140 Cuny Avenue, Sacramento County, Ca*, prepared for SCUSD by California Tree and Landscape Consulting, Inc. July 29, 2024



FIGURE 1: FERN BACON MIDDLE SCHOOL REGIONAL LOCATION – SOUTH SACRAMENTO



FIGURE 2: FERN BACON MIDDLE SCHOOL EXISTING CAMPUS LAYOUT



Conceptual Site Plan - Scheme A



Fern Bacon Middle School Transformation
 Conceptual Plan

Sacramento City Unified School District, Sacramento, CA



No Scale

April 9, 2024

FIGURE 3: Fern Bacon Rebuild Site Plan



FIGURE 4A: Existing view from the western portion of the property featuring round classroom building.



FIGURE 4B: Rendering of proposed view from the western portion of the property featuring entrance to administration and classroom (proposed to be two stories). To the right, the renovated Multi-Purpose Building is shown.

Attachment 1: CEQA CHECKLIST

I. AESTHETICS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Have a substantial adverse effect on a scenic vista?				X
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?				X
c) Substantially degrade the existing visual character or quality of the site and its surroundings?				X
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?				X

ENVIRONMENTAL SETTING

The proposed project is located in Bowling Green neighborhood of the Fruitridge Pocket, a “pocket” of unincorporated land in the County of Sacramento, surrounded on the north, east and west by lands within the City of Sacramento. The surrounding properties are largely developed as residential with the exception of mixed-use commercial uses on Franklin Boulevard located to the east of the project site. The site is of level terrain and due to development and mature tree canopy, there are no significant views from the site. Bowling Green Elementary School is located immediately south of the site.

STANDARDS OF SIGNIFICANCE

For purposes of this Initial Study, aesthetics impacts may be considered significant if the proposed project would result in one or more of the following:

Glare. Glare is considered to be significant if it would be cast in such a way as to cause public hazard or annoyance for a sustained period of time.

Light. Light is considered significant if it is cast onto oncoming traffic or residential uses.

ASSESSMENT AND FINDINGS

I a) Views, Vistas and Visual Resources

Significant scenic resources in the Sacramento Area include the major rivers and parkways such as the American River Parkway and unimproved creek corridors, parks and significant view corridors of the State Capitol as governed by the adopted Capitol View Ordinance. An impact on a visual resource would result if the project obscured a significant public view or vista or introduced incompatible uses which would degrade the scenic quality of the visual resource. The proposed project will not block any views of the Sacramento or American River corridors. None of these rivers are visible from the site. The State Capitol is located more than 5.6 miles to the north and is not visible from the site. The project would replace school structures on the site and would not result in the obstruction of views, vistas, and visual resources. No significant impact.

I b) Visual Character

The will rebuild the school in a similar footprint to that which exists. Some building such as the gymnasium and multi-purpose building will remain and be restored. The front of the building will be revised and will include two levels for new classrooms. A prominent feature of the existing school, a circular structure will be removed, and a new circular structure will be constructed to reflect the original look of the school. (See Figure 4 in the preceding Project Description section). The visual character of the site will be improved through refurbishment of the grounds with new landscaping and trees. Older field and court areas will also be restored. the project is expected to improve the visual character of the site. The project will have no significant impact on visual resources.

I c) Scenic Resources

All designated Scenic Highways in Sacramento County are located outside of the Sacramento City School District Boundaries and are remote from the proposed site. Scenic Highways in Sacramento County include Garden Highway, the southern portion of Route 160 River Road located generally to the south of the Town of Freeport, and Isleton Road. There are no unusual rock outcroppings on or near the school site. Therefore, no impacts on scenic resources are anticipated.

I d) Light and Glare

The proposed project is not expected to increase light and glare. The project does not involve new buildings which would increase light and glare with the exception of one portable unit. Portable classrooms generally have low reflectivity windows. The project is not expected to have a significant impact from light and glare on site or in the surrounding area. Campus lighting will be similar to the existing lighting of campus driveways and walkways.

CONCLUSION

The action would not significantly impact visual quality or scenic resources.

II. AGRICULTURAL AND FORESTRY RESOURCES	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
Would the project:				
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?				X
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?				X
c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?				X
d) Result in the loss of forest land or conversion of forest land to non-forest use?				X
e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?				X

ENVIRONMENTAL SETTING

The California Farmland Mapping and Monitoring Program (CFMMP) of the California Resources Agency is used to identify, map and monitor important agricultural lands in the State. For purposes of CEQA, the California Department of Conservation Farmland Monitoring and Mapping Program (FMMP) is typically used to identify the agricultural value of the land. The categories used in FMMP are briefly described in Table 1. There are relatively few areas within developed areas of Sacramento County which are identified by CFMMP as areas of Prime, Unique or Important Farmlands by the FMMP.

TABLE 1: CALIFORNIA FARMLAND MONITORING AND MAPPING PROGRAM DESIGNATIONS

<p>P Prime Farmland: Land which has the best combination of physical and chemical characteristics for the production of crops. It has soil quality, growing season, and moisture supply needed to produce sustained high yields of crops when treated and managed, including water management, according to current farming methods. Prime farmlands must have been in production of irrigated crops at some time during the update cycles prior to the mapping date.</p>	<p>G Grazing Lands: This is land on which the existing vegetation, whether grown naturally or through management, is suitable for grazing or browsing of livestock. The minimum mapping unit is 40 acres.</p>
<p>S Farmland of Statewide Importance: Farmland of Statewide Importance is similar to Prime Farmland but with minor shortcomings, such as greater slopes or less ability to hold and store moisture. Lands of Statewide Importance must have been in production of irrigated crops at some time during the update cycles prior to the mapping date.</p>	<p>D Urban and Built-up Lands: This includes lands used for residential, industrial, commercial, construction, institutional, public administrative purposes, railroad yards, cemeteries, airports, golf courses, sanitary landfills, sewage treatment plants, water control structures and other development purposes. The building density for residential must be at least 1 structure per 1.5 acres. Vacant non-agricultural land surrounded by all sides by urban development and which is less than 40 acres in size is considered urban and built-up land.</p>
<p>U Unique Farmland: This is land of lesser quality soils used for the production of specific high economic value crops (as listed in the California Department of Food and Agriculture <i>California Agriculture</i> publication) at some time during the update cycles prior to the mapping date. Examples of Unique Farmlands include oranges, olives, avocados, rice, grapes, and cut flowers.</p>	<p>X Other Land: This includes lands such as rural development which is less than 1 structure per 1.5 acres; brush, timberlands, wetlands, and other lands not suitable for livestock grazing; vacant non-agricultural lands greater than 40 acres in size and surrounded on all sides by urban development, strip mines, borrow pits, large bodies of water over 40 acres, and other rural land uses.</p>
<p>L Farmland of Local Importance: These are farmlands of importance to the local agricultural economy as determined by each County's board of supervisors and local advisory committees</p>	

ASSESSMENT AND FINDINGS

II a) Prime Agricultural Lands

There are no lands designated as Prime Farmlands and Farmlands of Statewide Importance shown on the CFMMP map in the vicinity of site. The site is designated “Urban and Built-Up Lands” on the CFMMP map. As such, the proposed project is estimated to have *no impact* on Prime Farmlands and Farmlands of Statewide Importance.

II b) Agricultural Zoning and the Williamson Act

There are no Williamson Act contracts located in the vicinity of the school site (Figure 2, Williamson Act Contract of the County of Sacramento General Plan Agricultural Element, adopted as amended November 9, 2011). Therefore, the project will have no impact related to conversion of lands designated under the Williamson Act or zoned for agriculture.

II c) Conflict with Farmland or Forestry Zoning

The site is not located on or adjacent to active farmlands or any lands designated for agriculture on the General Plan or by zoning. The proposed actions will not convert any existing cultivated farmlands to other uses. Therefore, the project has no impact and will not cause the conversion of farmlands.

II d) Result in Conversion of Forest Lands to Other Uses

The site is not located on or adjacent to forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g)). Therefore, the project will not result in the conversion of forest lands to other uses.

II e) Other Environmental Impacts on Agricultural Lands or Forestry Lands

The proposed project is not located in the vicinity of either farmlands or forestry lands and as such no other impacts to such lands are expected from the project.

CONCLUSION

The action would not impact agricultural resources or forestry lands.

III. AIR QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Conflict with or obstruct implementation of applicable air quality plan?				X
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?				X
c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?				X
d) Expose sensitive receptors to substantial pollutant concentrations?				X
e) Create objectionable odors affecting a substantial number of people?				X

ENVIRONMENTAL AND REGULATORY SETTING

The project is located in the Sacramento Valley Air Basin and falls in an area of the basin under the jurisdiction of the Sacramento Metro Air Quality Management District (SMAQMD). The Sacramento Valley Air Basin is bounded by the North Coast Ranges on the west and the Northern Sierra Nevada Mountains on the east. The intervening terrain is flat. Sacramento is often described as a bowl-shaped valley. The relationship between geography and air quality is described in the following section on meteorology. SMAQMD characterizes the climate of the Sacramento Valley as a Mediterranean climate, characterized by hot dry summers and mild rainy winters. During the year, the temperature may fluctuate from 20 to 115 degrees Fahrenheit and average annual rainfall is about 20 inches with snowfall being very rare. The mountains surrounding Sacramento Valley create a barrier to airflow, which can trap air pollutants in the valley under certain meteorological conditions.

The project site lies within the urbanized area of Sacramento in the Sacramento Valley Air Basin (SVAB), and is subject to federal, state, and local air quality regulations. Both federal and state Ambient Air Quality Standards (AAQS) have been established for air pollutants, with California AAQS (CAAQS) being more stringent than federal AAQS. While federal and state standards are set to protect public health, adverse health effects still result from air pollution. The SVAB is designated as nonattainment for federal and state ozone (O3) standards. The area remains non-attainment or unclassified for PM10 and PM2.5

under the State of California air quality standards. Thus, for Sacramento County, the criteria pollutants of greatest concern are ozone precursors which include reactive organic gases and nitrogen oxides and particulate matter. In summary, Sacramento County does not attain the following state and federal ambient air quality standards (AAQS):

- 1-hour state ozone standard
- 8-hour federal and state ozone standards
- 24-hour federal particulate matter PM2.5 standard
- 24-hour and annual state particulate matter PM10 standards

STANDARDS OF SIGNIFICANCE

In accordance with the Sacramento Metropolitan Air Quality Management District's CEQA (December 2009 as revised through to 2017), a project is considered to have a significant air quality impact if any of the following quantitative conditions occur:

- a. Ozone: The project will increase nitrogen oxide (NOx) levels above 85 pounds per day for short term construction effects and/or the project increases either ozone precursors, nitrogen oxides (NOx) or reactive organic gases (ROG) above 65 pounds per day for long-term effects (operation of the project).
- b. Particulate Matter (PM10): The project will increase 80 pounds per day despite employment of all the best management practices (SMAQMD Rule 403) during either construction period or operational phases.
- c. Particulate Matter (PM2.5): The project will increase 82 pounds per day despite employment of all the best available management practices (SMAQMD Rule 403) during either construction period or operational phases.

ASSESSMENT AND FINDINGS

III. a) and b) Air Quality Standards

The California Emissions Estimator Model (CalEEMod version 2022) was used to estimate construction period and operating emissions from the proposed project. Results are shown in the Appendix.

Long Term Operational Emissions. The amount of operational emissions that result from a project such as a school is largely based on the number of new vehicle trips resulting. In this case, the proposed project does not increase vehicle trips in that no new students or staff result from the proposed project. The project will have the same enrollment capacity as the current project. The site will have fewer students than the threshold for operating impacts related to ozone, and particulate matter. Additionally, the CALEEMod results (see Appendix) indicate that operational impacts of the project are less than the thresholds of significance established by SMAQMD. As such, the proposed project is expected to have a less-than-significant effect on operational air quality. No significant effect from operational emissions are anticipated.

CALEEMod Emissions Estimates for Fern Bacon Modernization Project			
Criteria Pollutant	Threshold (lbs/day)	CalEEMOD Results (lbs/day)	Over Threshold?
<i>Construction Phase (summer unmitigated)</i>			
Nitrogen Oxides (Nox)	85	31.7	No
Reactive Organic Gases (ROG)			N/A
Particulate Matter 10	80	21.2	No
Particulate Matter 2.5	82	11.4	No
<i>Operational Phase (average daily unmitigated)</i>			
Nitrogen Oxides (Nox)	65	0.98	No
Reactive Organic Gases (ROG)	65	4.47	No
Particulate Matter 10	80	0.08	No
Particulate Matter 2.5	82	0.08	No

Short Term, Construction Period Emissions. Short term construction period impacts include the emissions related to construction workers accessing the site, emissions related to construction equipment and grading and emissions related to the application of architectural coatings. Screening criteria used by the SMAQMD to identify projects which may have less than significant construction period impacts include projects that are 35 acres or less in size generally will not exceed the District's construction NOx threshold of significance and which generally do not include any of the following:

- Include buildings more than 4 stories tall;
- Include demolition activities;
- Include significant trenching activities;
- Have a construction schedule that is unusually compact, fast-paced, or involves more than 2 phases (i.e., grading, paving, building construction, and architectural coatings) occurring simultaneously;
- Involve cut-and-fill operations (moving earth with haul trucks and/or flattening or terracing hills); and
- Require import or export of soil materials that will require a considerable amount of haul truck activity.

The proposed project does not include any demolition of building and as such falls within the SMAQMD's criteria for projects which generally have a less than significant impact on the environment. Grading and site preparation for new landscaping and hardscape will have some dust and particulate generation. However, the project is required to comply with Air District Rule 403, the District is which requires the construction period dust control practices. These practices are included in the District's construction specifications to be implemented by the contractor during construction. The District and it's contractors are also required to comply with the Air District's rules regarding containment of air borne asbestos fibers and proper disposal of asbestos containing materials (ACM) during demolition activities.

III. c) Cumulative Air Quality Impacts

Chapter 8 of the SMAQMD CEQA Handbook states that the District's approach to thresholds of

significance is relevant to whether a project's individual emissions would result in a cumulatively considerable adverse contribution to the SVAB's existing air quality conditions. If a project's emissions were less than these levels, the project would not be expected to result in a cumulatively considerable contribution to the significant cumulative impact. Since the proposed project does not exceed SMAQMD thresholds of significance it is not anticipated that any minor air quality impacts would be cumulatively considerable.

The District is also undertaking some renovations at the adjacent Bowling Green Elementary School of a much smaller size and scope. However, since these two projects may have construction schedules that overlap. CALEEMod was used to model the construction period emissions of the Fern Bacon School rebuild and the planned renovations at Bowling Green Elementary school project. With both projects under construction at the same time, the construction period threshold for ROG, NOx and particulate matter 10 and 2.5 are not exceeded and do not result in a cumulative impact to air quality. Similarly, the Fern Bacon Middle School improvement project or the improvements at Bowling Green Elementary will not expand the student capacity at either site, and as such no new operation emissions are expected from vehicle trips or student activities. Overall operational emissions should be reduced through improved construction methods that require more efficient heating, air and water systems which will reduce energy use and emissions.

III. d) Exposure to Substantial Pollutant Concentrations

Because the proposed action does not exceed any of the threshold criteria established by SMAQMD, it is not anticipated that there would be a change in substantial pollutant concentrations.

III. e) Odors

The proposed project does not include any activities that would result in objectionable odors. As such, no odor impacts are anticipated.

CONCLUSION

The proposed action does not exceed any of the SMAQMD's thresholds for significance. Air quality impacts are less-than-significant.

IV. BIOLOGICAL RESOURCES Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?				X
b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?				X
c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?				X
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?				X
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?				X
f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?				X

ENVIRONMENTAL SETTING

The project site is located in an urbanized area of Sacramento County to the west of Highway 99 and north of Florin Road, a major arterial. The surrounding area is urbanized and there are no natural creeks or wetlands on or near the site. The site is within the Sacramento Valley bio-region of California, a low-lying area, subject to flooding from a variety of rivers that traverse the valley.

Vegetative Communities and Habitats. The project site is located in urbanized and developed areas of Sacramento which generally include ornamental or ruderal habitats. Ornamental landscaping consists of areas supporting introduced or non-native trees, shrubs, flowers, and turf grass. Ornamental landscaping occurs in green belts, parks, and horticultural plantings. Typical species include Sycamore, London Plane, European Hackberry, Ginkgo, sweetgum, gum trees, pepper trees, Canary Island date palm and Mexican fan palm. Despite their highly-manicured and intensively-maintained appearance, urban landscapes offer local wildlife populations a surprising variety of habitat types for exploiting food, nesting, and cover resources. Wildlife species observed throughout ornamental landscaped areas included, raccoon, black tailed hare, opossum, Anna's humming bird, northern flicker, dark-eyed junco, mallard, wood duck, great blue heron, Canada goose, American robin, and western scrub jay, red-tailed hawk, and red-shouldered hawk.

The affected area of the school site is currently ornamental turf. Mature trees are present on the site and approximately and the largest most visible trees that front along Cuny Avenue are scheduled to be retained and protected during construction. Smaller ornamental trees located between classrooms and in the parking area will need to be removed to accommodate the site plan.

Sensitive Biological Resource Areas. The riparian corridor of the Sacramento River Parkway is the closest sensitive biological area. The Sacramento River is located more than 5.3 miles away from the proposed school site. The site lies outside the Parkway boundaries.

South Sacramento Habitat Conservation Plan (HCP). The County of Sacramento and participating cities, have an approved Habitat Conservation Plan (2018) which covers habitats and special status species in South Sacramento. The HCP designates the site as Urban Development indicating that the area is in an urbanized or urbanizing area.

THRESHOLDS OF SIGNIFICANCE

For the purpose of this environmental document, an impact would be significant if any of the following conditions would result with implementation of the proposed project:

- Creation of a potential health hazard, or use, production or disposal of materials that would pose a hazard to plant or animal populations in the area affected;
- Substantial degradation of the quality of the environment, reduction of the habitat, reduction of population below self-sustaining levels of threatened or endangered species of plant or animal; or
- Affect other species of special concern to agencies or natural resource organizations (such as regulatory waters and wetlands).

For the purposes of this document, special-status has been defined to include those species, which are:

- Listed as endangered or threatened under the Federal Endangered Species Act (or formally proposed for, or candidates for, listing);
- Listed as endangered or threatened under the California Endangered Species Act (or proposed for listing);
- Designated as endangered or rare, pursuant to California Fish and Game Code (Section 1901);
- Designated as fully protected, pursuant to California Fish and Game Code (Section 3511, 4700, or 5050);
- Designated as species of concern by U.S. Fish and Wildlife Service (USFWS), or as species of special concern to CDFW; or
- Plants or animals that meet the definition of rare or endangered under CEQA.

ASSESSMENT AND FINDINGS

IV a) Special-Status Species

Special-status species are plants and animals that, because of their recognized rarity or vulnerability to various causes of habitat loss or population decline, are recognized in some fashion by federal, state, or other agencies as deserving special consideration. The South Sacramento Habitat Conservation Plan (HCP) identifies sensitive habitats that may support special status species. Additionally, the City of Sacramento General Plan Master Environmental Impact Report (MEIR, March 2009) and the County of Sacramento General Plan (2011) EIR provides a map of known sensitive habitat areas which support special status species. The proposed project site is located in a developed and urbanized area and is not directly adjacent to any identified areas which support sensitive species. Since there are no major modifications proposed as part of the project which would physically disrupt or harm known special status species or known habitat, the project is judged to have no impact. The project will require the removal of 13 trees. In accordance with the Migratory Bird Treaty Act (MBTA), the District must inspect each tree prior to removal to ensure there are no nesting migratory birds.

IV b) Riparian Habitat or other Sensitive Natural Communities

The proposed site is located in developed and urbanized areas and is not within or adjacent to riparian woodlands or sensitive natural communities as identified in the City of Sacramento 2035 General Plan Master EIR, the County of Sacramento General Plan (2011) or the South Sacramento HCP. There are no riparian communities or sensitive habitats on or adjacent to the site. The nearest riparian habitat is located along the Sacramento River Parkway more than 5.3 miles from the site. As such, it is not anticipated that the project will directly or indirectly impact riparian habitat or other sensitive habitats. No impact.

IV c) Jurisdictional Waters and Wetlands

The proposed site is located in developed and urbanized areas and is not within or adjacent to wetland areas identified in the County of Sacramento 2035 General Plan Master EIR, the County of Sacramento General Plan (2011) or the South Sacramento HCP. The project will not have any direct or indirect effect on jurisdictional waters or wetlands.

IV. d) Native Resident or Migratory Fish or Nursery Sites

Fisheries are located in and along waterways. The proposed site is not located on or immediately adjacent to a waterway. The nearest waterway with resident or migratory fish or nursery sites is the Sacramento River located approximately 5.3 miles west of the site. Because of the drainage patterns and both major corridors like Franklin Boulevard, Freeport Boulevard and the I-5 freeway lie between the river and the school there is very little chance of surface run-off or other discharges from the project directly or indirectly affect any nursery sites. The site is not adjacent to any local tributaries or streams. Impacts are less-than-significant.

IV. e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance.

The proposed project will cause the removal of some trees on site. In June 2024, the District contracted with California Tree and Landscape Consulting, Inc. to conduct a review of the health of a portion of the trees on site. Trees in between the classroom buildings and in the parking lot were not assessed since these trees (which are smaller ornamental trees) will need to be removed to accommodate the new construction.

A total of 34 trees which are not in the immediate construction footprint were assessed of which 3 are large trees located on the adjacent property. Of the 31 trees on site, 7 trees are recommended for removal because of their poor state of health, or because they have been planted in an area where the tree will not thrive. For example, on the east property line of the site, a number of trees and volunteer privet trees are growing on the property line with growth structure either side of the chain link fence and underneath power lines. Removal of these trees is recommended since they are in poor health and are not planted in such a way as to ensure the tree will survive. Of the seven recommended for removal, 3 trees are located on private property immediately adjacent to the site on the western boundary of the site. These trees are also recommended for removal because they are either dead or in extremely poor health. However, removal would need to be coordinated with the property owner. Two of these trees are dead and should be removed for the health and safety of both the school and the adjacent apartment building. The Arborist’s Report also includes detailed instructions for the pruning and construction period protection of trees which will be included in the contractor’s specifications. Sacramento County has a Tree Ordinance which focuses on the protection of native Oak Trees. While the District is exempt from the County Tree Preservation Ordinance since the District’s permitting agency is the State Department of General Services, Division of the State Architect, whenever possible, the District seeks to be consistent with local policies. According to the Arborist’s Report, there are two Valley Oaks on site. One smaller Valley Oak (3” dbh) is planted between fences with a chain link fence boring into the trunk and branches on the east side of the site. This oak will be removed. A second larger Valley Oak (25.1 dbh) located in the front of the school along Cuny Avenue is recommended to be retained with protections during construction. Relative to shading and cooling of the site, the proposed project includes substantial new landscaping including over 347 new trees. New trees proposed on site include:

Table: Fern Bacon Middle School Proposed Landscaping Plan Tree Palette				
Size	No.	Sp. ID.	Species	Water Requirement
24" BOX	39	ACE.B.	Acer Buergerianum ... Trident Maple	Medium
24" BOX	42	ACE.R.	Acer Rubrum 'October Glory' ... Red Maple	Low
24" BOX	17	ACE.P.	Acer Palmatum 'Bloodgood' ... Bloodgood Japanese Maple	Medium

Table: Fern Bacon Middle School Proposed Landscaping Plan Tree Palette				
Size	No.	Sp. ID.	Species	Water Requirement
24" BOX	44	CER.C.	Cercis Canadensis ... Eastern Redbud	Medium
24" BOX	19	CER.F.	Cercis Canadensis 'Forest Pansy' ... Forest Pansy Redbud	Medium
24" BOX	12	GEI.	Geijera Parvifolia ... Australian Willow	Medium
24" BOX	13	GIN.	Ginkgo Biloba 'Princeton Sentry' ... Maidenhair Tree	Medium
24" BOX	10	LAG.	Lagerstroemia Indica 'Tuscarora' ... Tuscarora Crape Myrtle	Low
24" BOX	16	LAU.	Laurus Nobilis 'Saratoga' ... Saratoga Laurel	Low
24" BOX	35	MAG.L.	Magnolia Grandiflora 'Little Gem' ... Little Gem Southern Magnolia	Low
24" BOX	12	MAG.M.	Magnolia Grandiflora 'Majestic Beauty' ... Majestic Beauty Southern Magnolia	Low
24" BOX	19	TIL.	Tilia Cordata ... Little-Leaf Linden	Medium
24" BOX	12	ZEL.	Zelkova Serrata 'Musashino' ... Musashino Columnar Zelkova	Low
48" BOX	13	CED.	Cedrus Deodara ... Deodar Cedar	Low
48" BOX	22	LIR.	Liriodendron Tulipifera 'Aureomarginatum' Majestic Beauty ... Tulip Tree	Medium
48" BOX	14	PIS.	Pistacia Chinensis 'Keith Davey' ... Chinese Pistache	Low
48" BOX	8	QUE.I.	Quercus Ilex ... Holly Oak	Low
TOTAL	347			

IV f) Habitat Conservation Plans

The proposed project lies within the “Urban Development” area of the South Sacramento Habitat Conservation Plan. The proposed project site is a developed urban school site and there are no known occurrences of special status species covered by the HCP or special habitats on or near the site. The project will have a less-than-significant impact on HCPs or other conservation plans.

CONCLUSION

The proposed project is not expected to significantly impact special status species or sensitive habitats.

V. CULTURAL RESOURCES Would the project:	Potentially Significant Impact	Less-than-Significant with	Less-than-Significant Impact	No Impact
a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?				X
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?				X
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?				X
d) Disturb any human remains, including those interred outside of formal cemeteries?				X

ENVIRONMENTAL SETTING

The first settlements in the Sacramento Valley likely occurred during the late Pleistocene and early Holocene (14,000 to 8,000 B.P.) period. Sacramento’s location within a great valley and at the confluence of two rivers, the Sacramento River and the American River, shaped its early and modern settlements. It is highly likely that Paleo-Indian populations occupied the area with villages located near watercourses. However, the archaeological record of such use is sparse, probably due to recurring natural flood events.

Prehistoric and Historic Archaeology Sensitivity Areas

The types of archaeological resources discovered in the Sacramento area include village sites, smaller occupation or special use sites, and lithic scatters which are generally focused on higher spots along the rivers, creeks and sloughs that provided water and sources of food. The County of Sacramento General Plan Update Final Environmental Impact Report (FEIR) provides a map of potentially sensitive areas for cultural resources. Figure 12 of Chapter 15 of the FEIR shows that the site and surrounding area is not considered to be sensitive for archeological or cultural resources.

Recent History

Urbanization of south Sacramento began with agriculture in the area which necessitated roadways to transport products to major markets in central Sacramento and Stockton. Stockton Boulevard and Lower Stockton Boulevard (now known as Franklin Boulevard) connected Sacramento and Stockton. The connections between these two cities were further expanded with the development of railroads. This was followed by the development of Highway 99 and Interstate 5. Florin Road to the south of the site was an important connector between Highway 99 and Interstate 5. Post-war suburbanization

caused many farms and small orchards in south Sacramento to be developed for housing. New housing development coupled with new transportation corridors such as I-5 made the Bowling Green neighborhood an ideal location for the development of a regional commercial center at Franklin Boulevard and Florin Road. Fern Bacon School was developed in 1957 in response to the rapid suburban growth in the area. The original school was designed by Herbert Goodpastor, a local architect. Goodpastor was responsible for the design of a number of public buildings in the area, most notably the Federal Building on Capitol Mall. Goodpastor also designed the Ethel Hart Senior Center of J Street and the Colonial Theatre on Stockton Boulevard which are more notable examples of his work.

Historic Resources and Landmarks

The site is not listed on the Federal or State Register or any local register. Nor is the site in a historic district. The buildings on site generally reflect the institutional nature of the many public schools constructed in the Post-War times. Some concession to post-modernism was incorporated with the inclusion of one round building and the prominent angular roof façade of the main classroom building and gymnasium. Fern Bacon Middle school is not known to be of any special architectural or cultural significance.

STANDARDS OF SIGNIFICANCE

The California Environmental Quality Act (CEQA) Guidelines Appendix G identifies examples of a significant effect on historic or cultural resources and states that a project will normally have a significant effect if it will:

- Cause a substantial adverse change in the significance of a historical resource as defined in Section 15064.5.
- Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5.
- Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature.
- Disturb any human remains, including those interred outside of formal cemeteries.

Section 15064.5 defines a significant adverse effect to include any activity which would: (1) Create a substantially adverse change in the significance of an historical resource including physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired; and/or (2) alter or materially impair the significance of a historical resource.

ASSESSMENT AND FINDINGS

V a) Historic Resources. The project will not affect any designated or eligible historic structures. The project is not located in or near any designated historic districts.

V b) Archeological Resources. The proposed project is not located in an area with archeological and cultural resource sensitivity according to the Final Environmental Impact Report (MEIR) for the County of Sacramento General Plan Update. The site has been in continuous use as an elementary school since the 1950's. The proposed project will not require extensive excavation of soil which would unearth

buried artifacts. If any archeological resources are uncovered, the District's standard construction specifications require the contractor to stop work and consult with the District and appropriate archeological specialists. Impacts are less-than-significant.

V c) Geological or Paleontological Resources. There are no known geological or paleontological resources in the vicinity of the affected school site. No anticipated impact.

V d) Human Remains. The school site is not located in an area with known or suspected burial sites.

CONCLUSION

The project will not significantly affect historic or cultural resources.

VI. GEOLOGY AND SOILS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist- Priolo Earthquake Fault Zone Map issued by the state Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.				X
ii) Strong seismic ground shaking?				X
iii) Seismic-related ground failure, including liquefaction?				X
iv) Landslides?				X
b) Result in substantial soil erosion or the loss of topsoil?				X
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse?				X
d) Be located on expansive soil, as defined in Table I8-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?				X
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste				X

ENVIRONMENTAL SETTING

Geology and Topography

The subject area is located in the urbanized area of Sacramento in the Great Valley of California. The

Great Valley is a flat alluvial plain approximately 50 miles wide and 400 miles long in the central portion of California. Its northern part is the Sacramento Valley drained by the Sacramento River, and its southern part is the San Joaquin Valley drained by the San Joaquin River. It is surrounded by the Sierra Nevada to the east, the Tehachapi Mountains to the south, Coastal Range to the west, and Cascade Range to the north. The school site is relatively flat and level with no significant topographic features.

Earthquake Faults and Seismicity.

There are no known active faults within the Greater Sacramento Region. Faults located closest to the urbanized area of Sacramento are the Bear Mountain and New Melones faults to the east, and the Midland Fault to the west. The Bear Mountains fault is the westerly-most fault within the Foothills fault zone, which consists of numerous northwesterly trending faults along the western edge of the Sierra Nevada. The Foothills fault zone is generally bounded by the Bear Mountains and New Melones fault zones. The Sacramento region has experienced ground-shaking originating from faults in the Foothills fault zone. In addition, another possible fault lies northwest of Sacramento called the Dunnigan Hills fault.

STANDARDS OF SIGNIFICANCE

For the purposes of this Initial Study, an impact is considered significant if it allows a project to be built that will either introduce geological or seismic hazards by allowing the construction of the project on such a site without protection against those hazards.

ASSESSMENT AND FINDINGS

VI a) Seismic Risks

The site is not located in a fault area or Alquist-Priolo zone. Seismic risks to the affected school site would be similar to the seismic risks of ground shaking experienced by the general Sacramento area.

VI b) Soil Erosion VI c) and VI d) Unstable Soils or Geological Conditions and Expansive Soils

The subject site is level and is not known to have unstable or hazardous soil conditions. The Natural Resources Conservation Service (NRCS) provides maps and descriptions of soils throughout the United States. Soils on the site are classified as San Joaquin urban land complex soils. This soil type is of level terrain (0-2% slopes) and moderately well drained. The Soil Survey does not list any hazardous conditions like highly expansive related to this series. All buildings located on the affected school sites were developed under the State Building Code and any recent additions have been reviewed for code compliance and safety by the Department of State Architect (DSA). No unusual soils risks have been identified.

VI e) Septic Tank Risks

The site is served by the public sewers and therefore, there is no risk of septic tank failure.

CONCLUSION

No soil or unusual geologic hazards or impacts have been identified.

VII. GREENHOUSE GAS EMISSIONS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?				X
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?				X

ENVIRONMENTAL SETTING

Climate change is a global problem. Greenhouse Gases (GHGs) are global pollutants. Whereas other pollutants with localized air quality effects have relatively short atmospheric lifetimes (about 1 day), GHGs have long atmospheric lifetimes (1 year to several thousand years). GHGs persist in the atmosphere for long enough time periods to be dispersed around the globe. Similarly, the impacts of GHGs are also borne globally. The quantity of GHGs that it takes to ultimately result in climate change is not precisely known; however, it is clear that the quantity is enormous, and no single project alone would measurably contribute to a noticeable incremental change in the global average temperature, or to global, local, or micro climate. Therefore, from the standpoint of CEQA, GHG impacts on global climate change are inherently cumulative.

Prominent GHGs of primary concern from land use development projects include carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O). Other GHGs such as hydrofluorocarbons, chlorofluorocarbons, and sulfur hexafluoride are of less concern because construction and operational activities associated with land use development projects are not likely to generate substantial quantities of these GHGs. These gases trap some amount of solar radiation and the earth's own radiation, preventing it from passing through earth's atmosphere and into space. GHG are vital to life on earth; without them, earth would be an icy planet. In excess, GHG gases cause climate change. To quantify GHG, a standard of "CO₂- equivalent" or CO₂e is used. Carbon dioxide equivalency (CO₂e) refers to the amount of mixed GGH's that would have the same global warming potential when measured over a specified timescale (generally, 100 years).

REGULATORY SETTING

The Sacramento Metropolitan Air Quality Management District's (SMAQMD) CEQA Guide to Air Quality Assessments provides an overview of the current regulatory environment related to GHG. These guidelines help support the recent state legislation designed to promote reduction of GHG emissions. Relevant regulations and policy actions include:

Executive Order S-3-05. In 2005, Governor Arnold Schwarzenegger signed Executive Order S-3-05 which established greenhouse gas (GHG) emission reduction targets for California, and directs CAL-EPA to coordinate the oversight of efforts to achieve them. The targets established by Governor Schwarzenegger call for a reduction of GHG emissions to 2000 levels by 2010; a reduction of GHG

emissions to 1990 levels by 2020; and a reduction of GHG emissions to 80% below 1990 levels by 2050.

Assembly Bill 32. In September 2006, Governor Arnold Schwarzenegger signed Assembly Bill (AB) 32, the California Global Warming Solutions Act of 2006. AB 32 establishes regulatory, reporting, and market mechanisms to achieve quantifiable reductions in GHG emissions and a cap on statewide GHG emissions. AB 32 requires that statewide GHG emissions be reduced to 1990 levels by 2020. AB 32 also includes guidance to institute emission reductions in an economically efficient manner and to ensure that businesses and consumers are not unfairly affected by the reductions. AB 32 demonstrates California's commitment to reducing the rate of GHG emissions and the state's associated contribution to climate change, without intent to limit population or economic growth.

Senate Bill 97. In 2007, Senate Bill (SB) 97 was enacted to amend the CEQA statute in order to establish that GHG emissions and their effects are a prominent environmental issue that requires analysis under CEQA. This bill directs the Office of Planning and Research (OPR) to prepare, develop, and transmit to the California Natural Resources Agency guidelines for the feasible mitigation of GHG emissions or the effects of GHG emissions. The Natural Resources Agency was required to certify or adopt those guidelines by January 1, 2010. On March 18, 2010, the amendments to the state CEQA Guidelines for addressing greenhouse gas emissions, as required by Senate Bill 97 (Chapter 185, 2007) were enacted in order to provide guidance to public agencies regarding the analysis and mitigation of the effects of greenhouse gas emissions in draft CEQA documents.

Senate Bill 375. In 2008, Senate Bill (SB) 375, was enacted which aligns regional transportation planning efforts, regional GHG reduction targets, and land use and housing allocation. SB 375 requires Metropolitan Planning Organizations (MPOs) to adopt a Sustainable Communities Strategy (SCS) or Alternative Planning Strategy (APS), which will prescribe land use allocation in that MPO's Regional Transportation Plan (RTP).

Executive Order S-13-08. In November 2008, Governor Arnold Schwarzenegger issued Executive Order S-13-08 to enhance the state's management of climate impacts from sea level rise, increased temperatures, shifting precipitation, and extreme weather events. The Executive Order directs the state agencies to request that the National Academy of Sciences convene an independent panel to complete the first California Sea Level Rise Assessment Report.

Executive Order B-30-15. On April 29, 2015, Governor Edmund Brown issued Executive Order B-30-15. Going beyond the reductions required by AB 32, Executive Order B-30-15 requires that greenhouse gas emissions in California be reduced by 40 percent below 1990 levels by 2030, and 80 percent below 1990 levels by 2050.

THRESHOLDS OF SIGNIFICANCE

For this analysis, the SMAQMD's recommended thresholds are used which state:

- A significant impact would result if the proposed project would result in the emission of GHG gases (CO₂e) in excess of 1,100 metric tons per year for either the construction period or operational phase of the project.

ASSESSMENT AND FINDINGS

VII a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment? The project does not exceed any of SMAQD's emissions thresholds and is not expected to contribute significant greenhouse emissions. (See CalEE model results in the Appendix). The project does not significantly increase enrollment which would increase vehicle miles traveled. The site includes extensive landscaping and trees which assist in reducing certain greenhouse gases. Upgrades to the electrical systems will help make the school more energy efficient. Impacts are less-than-significant.

VII b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases? The proposed project is not anticipated to conflict with any policy or regulation adopted for the purposes of GHG emission reduction. Many of these improvements may serve to increase energy efficiency which will help reduce GHG emissions. No significant conflict with GHG reduction policies is anticipated.

CONCLUSION

The proposed project would not significantly contribute to cumulative greenhouse gas production or conflict with adopted Climate Action Policies.

VIII. HAZARDS AND HAZARDOUS MATERIALS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				X
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?				X
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?				X
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?				X
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?				X
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?				X
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?				X

VIII. HAZARDS AND HAZARDOUS MATERIALS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?				X

REGULATORY SETTING

Hazardous materials storage, transportation, removal, and clean-up are highly regulated fields. The federal and state governments have enacted laws that require property owners to pay for the clean-up of hazardous material contamination located on, or originating from their land. Because of potential clean up and health-related liabilities from the presence of hazardous material contamination, environmental assessments are routinely performed prior to land sale and development. Summarized below are some of the most significant federal, state, and local regulations governing hazardous materials handling.

Federal Hazardous Materials Regulations

Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). CERCLA, commonly referred to as Superfund, was enacted on December 11, 1980. The purpose of CERCLA was to provide authorities with the ability to respond to uncontrolled releases of hazardous substances from inactive hazardous waste sites that endanger public health and the environment. CERCLA established prohibitions and requirements concerning closed and abandoned hazardous waste sites, provided for liability of persons responsible for releases of hazardous waste at such sites, and established a trust fund to provide for cleanup when no responsible party could be identified. In addition, CERCLA provided for the revision and republishing of the National Contingency Plan (NCP) that provides the guidelines and procedures needed to respond to releases and threatened releases of hazardous substances, pollutants, or contaminants. The NCP also provides for the National Priorities List (NPL), a list of national priorities among releases or threatened releases throughout the United States for the purpose of taking remedial action.

Superfund Amendments and Reauthorization Act (SARA) amended CERCLA on October 17, 1986. This amendment increased the size of the Hazardous Response Trust Fund to \$8.5 billion, expanded EPA's response authority, strengthened enforcement activities at Superfund sites; and broadened the application of the law to include federal facilities. In addition, new provisions were added to the law that dealt with emergency planning and community right to know. SARA also required EPA to revise the Hazard Ranking System (HRS) to ensure that the HRS accurately assesses the relative degree of risk to human health and the environment posed by sites and facilities subject to review for listing on the NPL.

Resource Conservation and Recovery Act of 1976 (RCRA) as amended by the Solid Waste Disposal Act of 1980 (HSWA), the Hazardous Waste and Solid Waste Amendments of 1984. RCRA is the

nation's hazardous waste control law. It defines hazardous waste, provides for a cradle-to-grave tracking system, and imposes stringent requirements on treatment, storage, and disposal facilities. RCRA requires environmentally sound closure of hazardous waste management units at treatment, storage, and disposal facilities. The U.S. Environmental Protection Agency is the principal agency responsible for the administration of RCRA, SARA, and CERCLA.

State Hazardous Materials Regulations and Agencies

Hazardous Substance Account Act (1984), California Health and Safety Code Section 25300 et seq. (HSAA). This act, known as the California Superfund, has three purposes: 1) to respond to releases of hazardous substances; 2) to compensate for damages caused by such releases; and 3) to pay the state's 10% share in CERCLA cleanups. Contaminated sites that fail to score above a certain threshold level in the Environmental Protection Agency's (EPA's) ranking system may be placed on the State Superfund list of hazardous wastes requiring cleanup.

The Department of Toxic Substance Control (DTSC) within the California Environmental Protection Agency (Cal/EPA) has regulatory responsibility under 22 CCR for the administration of the state and federal Superfund programs for the management and cleanup of hazardous materials. The enforcement of regulations administered by DTSC has been delegated locally to Sacramento County Environmental Management Department (SCEMD).

The State Water Resources Control Board, acting through the Central Valley Regional Water Quality Control Board (CVRWQCB), regulates surface and groundwater quality pursuant to the Porter-Cologne Water Quality Act, the federal Clean Water Act, and the Underground Tank Law. Under these laws, CVRWQCB is authorized to supervise the cleanup of hazardous wastes sites referred by local agencies in those situations where water quality may be affected.

Depending on the nature of contamination, the lead agency responsible for the regulation of hazardous materials at the site can be the DTSC, CVRWQCB, or both. DTSC evaluates contaminated sites to ascertain risks to human health and the environment. Sites can be ranked by DTSC or referred for evaluation by the CVRWQCB. In general, contamination affecting soil and groundwater is handled by CVRWQCB and contamination of soils is handled by DTSC.

California Education Code, California Code of Regulations (CCR) Title 5, Section 14010(c) requires that the property line of the school site, even if it is a joint use area, shall be at least the following distances from the edge of power-line easements (unless an analysis is provided that incorporates buffering or shielding of the lines):

- 100 feet for a 50- to 133-kilovolt (kV) line
- 150 feet for a 220- to 230-kV line
- 350 feet for a 500- to 550-kV line

The primary concern is electromagnetic fields and their potential health effects on persons using the site.

STANDARDS OF SIGNIFICANCE

For the purposes of this document, an impact is considered significant if the proposed

project would:

- Expose people (e.g., residents, pedestrians, construction workers) to existing contaminated soil during construction activities;
- Expose people (e.g., residents, pedestrians, construction workers) to asbestos-containing materials; or
- Expose people (e.g., residents, pedestrians, construction workers) to existing contaminated groundwater during dewatering activities.
- Create substantial risk of a hazardous material spill during construction or operation of the project.

ASSESSMENT AND FINDINGS

VIII a) and b). Hazardous Material Risks and VII d) Hazardous Materials Sites. The proposed project is not expected to sponsor or house activities which involve the routine handling, transport, use, or disposal of hazardous materials or emit hazardous emissions. The school site and the surrounding area are not located on or near any recognized environmental sites listed on the State Department of Toxic Substances Control's Enviro-store Database of hazardous sites. As such, the risk of exposure to hazardous materials is less than significant.

VIII c) Emissions near a School. The project does not involve any land use or practices which would cause hazardous materials or hazardous emissions on or near a school site. There are no identified stationary uses which emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of the school site.

VIII e) and f) Airport Safety. The site is located 1.30 miles southeast of the Sacramento Executive Airport. The school is not within the Executive Airport's Comprehensive Land Use Plan's "over-flight" zone.¹ No significant impacts related to air traffic risks or airport safeties are anticipated.

VIII g) Emergency Response. The proposed project would not physically interfere with an adopted emergency response plan or emergency evacuation plan.

VIII h) Wildlands Fire Risk. The risks of wildfire are minimal. The school site is located in a developed area and there are no open grasslands or hills in the vicinity of the school. The site is not located in or near Fire Hazard Severity Zones on a State Responsibility Area as mapped by Cal Fire effective April 1, 2024.

VIII i) Other Public Hazards. No other public hazards affecting the site or affected by the project are proven or known.

CONCLUSION. The proposed action does not pose any new, unusual, or significant public hazards.

¹ Sacramento Executive Airport Comprehensive Land Use Plan SACOG-99-013 May 1998, Amended May 1999, Airport Land Use Commission for Sacramento, Sutter, Yolo and Yuba Counties.

IX. HYDROLOGY AND WATER QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Violate any water quality standards or waste discharge requirements?				X
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?				X
c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?				X
d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?				X
e) Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?				X
f) Substantially degrade water quality?				X

IX. HYDROLOGY AND WATER QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?				X
h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?				X
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?				X
j) Inundation by seiche, tsunami, or mudflow?				X

ENVIRONMENTAL SETTING

Surface Water Resources

Major surface water resources in Sacramento include the Sacramento River, the American River and their tributaries. The Sacramento River Basin encompasses about 27,000 square miles and is bounded by the Sierra Nevada to the east, the Coast Ranges to the west, the Cascade Range and Trinity Mountains to the north, and the Delta to the southeast. The Sacramento River Basin is the largest river in California.

The American River watershed is situated on the western slope of the Sierra Nevada, extending from the spine of the Sierra Nevada westward to Sacramento. Elevations in the watershed range from above 10,000 feet in the high Sierra to 23 feet above mean sea level at the confluence of the American and Sacramento rivers. The river is regulated by dams, canals, pipelines, and penstocks for power generation, flood control, water supply, recreation, and fisheries and wildlife management. The Folsom Dam is located on the American River, owned and operated by the U.S. Bureau of Reclamation. Folsom Lake and its after bay, Lake Natomas, release water to the lower American River and to the Folsom South Canal. The operation of Folsom Dam directly affects most of the water utilities on the American River system.

Surface Water Quality

The Sacramento and American Rivers have been classified by the Central Valley Regional Water Quality Control Board (CVRWQCB) as having numerous beneficial uses, including providing municipal, agricultural, and recreational water supply. Other beneficial uses include freshwater habitat, spawning

grounds, wildlife habitat, navigation on the Sacramento River, and industrial uses on the American River. The reaches of the Sacramento and American Rivers that flow through the Sacramento urbanized area are considered impaired and listed on the EPA approved 2002 Section 303(d) list of impaired and threatened waters for California. The Sacramento Coordinated Water Quality Monitoring Program (CMP) was formed by the Sacramento Regional County Sanitation District (SRCSD), Sacramento County Water Resources Division, and the City of Sacramento in May of 1991. The CMP began a long-term Ambient Water Quality Monitoring Program for the Sacramento and American Rivers in 1992. Based on the latest available monitoring results, the period of December 1992 through June 2003, ambient water quality characteristics monitored by the Ambient Program showed that water quality consistently met applicable regulatory limits in both rivers. Based on current water quality reports, the American and Sacramento Rivers are both excellent supplies for drinking water. These rivers can be treated to meet all Title 22 drinking water standards using conventional and direct filtration processes, as well as newer membrane technologies. There are no persistent constituents in the raw waters that require additional treatment processes. However, there are sometimes seasonal treatment requirements for rice herbicides on the Sacramento River, which is addressed through chemical treatment. Turbidity is high when water is not clear or “muddy.”

Ground Water Resources

The aquifer system underlying the site is part of the larger Central Valley groundwater basin. The Sacramento, American, and Cosumnes Rivers are the main surface water tributaries that drain much of Sacramento and recharge the aquifer system.

Water Quality

The water quality of the American River is considered very good. The Sacramento River water is considered to be of good quality also, although higher sediment loads and extensive irrigated agriculture upstream of Sacramento tend to degrade the water quality. During the spring and fall, irrigation tailwaters are discharged into drainage canals that flow to the river. In the winter, runoff flows over these same areas. In both instances, flows are highly turbid and introduce large amounts of herbicides and pesticides into the drainage canals, particularly rice field herbicides in May and June. The aesthetic quality of the river is changed from relatively clear to turbid from irrigation discharges.

The Central Valley Regional Water Quality Control Board (RWQCB) has primary responsibility for protecting the quality of surface and ground water within the County. The RWQCB's efforts are generally focused on preventing either the introduction of new pollutants or an increase in the discharge of existing pollutants into bodies of water that fall under its jurisdiction. The proximity of the Sacramento and American rivers to the urbanized area of Sacramento and the existence of both a shallow water table and deep aquifer beneath the area keep the RWQCB interested in activities in the area.

STANDARDS OF SIGNIFICANCE

Water Quality. For purposes of this environmental document, an impact is considered significant if the proposed project would substantially degrade water quality and violate any water quality objectives set by the State Water Resources Control Board, due to increased sediments and other contaminants generated by consumption and/or operation activities.

Flooding. Substantially increase exposure of people and/or property to the risk of injury and damage in the event of a 100-year flood.

ASSESSMENT AND FINDINGS

IX- a. Water Quality and Waste Water

The proposed project will not increase student population which would increase the demand for potable water or increase waste water.

IX-b. Ground Water Impacts

The proposed project will not involve the construction of new facilities which would require new sources of water (new water wells) or require septic tanks that could affect groundwater resources. Impacts are less than significant.

IX-c and d. Drainage and/or Waterway Alterations

The proposed project will not require any alteration of waterways or drainage patterns. The subject site is level and there are no waterways on or adjacent to the site. On site drainage will be retained in bioswales and retention areas on site. No impact on drainage and waterways is anticipated.

IX-e and f. Run-off and Water Quality

Resurfacing or the hardscape and ADA improvements may result in some construction period run-off which is regulated through the National Pollution Discharge Elimination System (NPDES) permit. These require the use of best management practices (BMPs) to reduce erosion and run-off. BMPs and strategies are included in the regional Stormwater Partnership of which the County is a member. Stormwater will be retained on site in a bioswale located to the south of the proposed school buildings. Since the project is required to comply with the County of Sacramento's requirements for small project NPDES requirements, impacts related to run-off or construction period water quality effects are estimated to be less-than-significant.

IX. g, h, and i. Flood Risks

The Sacramento area is a flood prone area. Major portions of the County of Sacramento is located within the 200-year flood plain. The Federal Emergency Management Agency (FEMA) categorizes the risk of flooding by mapping flood zones. The site is located in Zone X on the Flood Insurance Rate Map (FIRM), Map Number 6067C0190H, effective on 8/16/2012, This designation indicates that the school site is protected by levees or other flood control improvements. These zones are defined by FEMA as follows:

“Zones X and Shaded Zone X corresponds to areas of minimal flood hazard outside the 1-percent annual chance floodplain, 1-percent annual chance sheet flow flooding where average depths are less than 1 foot, 1-percent annual chance stream flooding where the contributing drainage area is less than 1 square mile, or areas protected from the 1-percent annual chance flood by levees. No Base Flood Elevations or depths are calculated within this zone. Flood insurance purchase is not required in these zones.”

The proposed project will change the flooding potential or increase the flood risks on the site.

IX. j. Seismic Hazards and other Water Hazards

There are no known occurrences of inundation by seiche, tsunami, or mudflows on or in the vicinity of any of the affected school sites. No impact is anticipated.

CONCLUSION

No unusual or significant impacts related to water resources or flood hazards have been identified that would occur as a result of the project.

X. LAND USE AND PLANNING Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Physically divide an established community?				X
b) Conflict with any applicable land use plan, policy, regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?				X
c) Conflict with any applicable habitat conservation plan or natural community conservation plan?				X

ENVIRONMENTAL SETTING

The site is located in South Sacramento to the west of Highway 99 and to the north of Florin Road. This section of Sacramento is often referred to as the Fruitridge Pocket because it is a pocket of unincorporated land surrounded on three sides by incorporated land within the City of Sacramento. The surrounding area includes single family homes to the north, east and south. To the west of the site is Franklin Boulevard which has been developed with mixed commercial uses. The site and residential areas are zoned RD-5, a low-density residential zone. The Sacramento County General Plan designates the site as Low Density Residential.

ASSESSMENT AND FINDINGS

X a) Physically divide an established community?

The proposed project will not physically divide an established community in that no new roads, facilities or barriers are included in the project that physically divide an existing neighborhood. No significant impact.

X b) Conflict with any applicable land use plans, policies, regulations adopted for the purpose of avoiding or mitigating an environmental effect?

The proposed project would not conflict with the General Plan or Community Plans or the policies of those plans. The project (school uses) an allowed use within the land use designation of the County General Plan. No significant impact.

X c) Habitat Conservation Plans

The site is within the covered area of the South Sacramento Habitat Conservation Plan (HCP) and is designated Urban Development or an area where development exists and is expected to be approved. The site has been in continuous operation as a school for the last since 1957. The project will not expand urban development into areas not already developed or disturbed. Additionally, there are no known occurrences of special status species or supporting habitat on the sites. The project is not anticipated to conflict with the policies of the HCPs.

CONCLUSION

The proposed action does not pose any significant land use impacts or change the use of the subject site in a manner which would be incompatible with the adopted General Plan or zoning for the site and surrounding area.

XI. MINERAL RESOURCES Would the project:	Potentially Significant Impact	Less-than-Significant with	Less-than-Significant Impact	No Impact
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the				X
b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?				X

ENVIRONMENTAL SETTING

The Sacramento area has historically supported sand and gravel mining to support the construction trade. In upstream areas along the American River, gold mining occurs although no gold mines are currently located in urbanized areas of the County. The California Department of Conservation, Division of Mines provides maps of potential mineral resources. The site lies in an area designated as MRZ-3 which is defined as an areas containing mineral deposits, the significance of which cannot be evaluated from available data.

ASSESSMENT AND FINDINGS

XI. a and b Mineral Resources

As noted above, the site is located in an area that may potentially have mineral deposits but the significance of any deposits cannot be evaluated from available data. There is no history of discovered deposits or mining on or adjacent to the site. As such, it is not expected that the project would adversely impact any mineral resources or the recovery of mineral resources.

CONCLUSION

The proposed action would not result in the loss of the availability of existing mineral resources. No significant impact.

XII. NOISE Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Exposure of persons to or generation of noise levels in excess of standards established in the local General Plan, Community Plan or noise ordinance, or applicable standards of other agencies?				X
b) Exposure of persons to generation of excessive ground-borne vibration or ground-borne noise levels?			X	
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?				X
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?				X
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?				X
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?				X

ENVIRONMENTAL SETTING

Noise Environment. Noise is defined as unwanted sound. Sound levels are usually measured and expressed in decibels (dB) with 0 dB being the threshold of hearing. Typical examples of decibel levels would be a low decibel level of 50 dB for light traffic to a high decibel level of 120 dB for a jet takeoff at 200 feet. Noise levels which exceed 140 dB may cause pain to the person experiencing them. There are various methods for assessing noise levels. CNEL refers to Community Noise Equivalent Level which is defined as the 24-hour average noise level with noise occurring during evening hours (7 to 10 p.m.) weighted by a factor of three and nighttime hours weighted by a factor of 10 prior to averaging.

Ldn is similar to CNEL however, the weighted measure of noise includes a 10dB penalty added to noise occurring between 10 p.m. and 7 a.m., when people are generally more sensitive to noise. Schools and residential uses are generally considered sensitive receptors of noise.

The *State of California General Plan Guidelines*, published by the Governor’s Office of Planning and Research (2003), provides guidance for the acceptability of projects within specific CNEL or Ldn contours. Generally, residential uses are considered to be acceptable in areas where exterior noise levels do not exceed 60 CNEL or Ldn. Schools are normally acceptable in areas up to 70 dBA CNEL and normally unacceptable in areas exceeding 70 CNEL. The County Noise Element recommends that schools should not have exterior areas which are exposed to more than 65 Ldn or interior noise levels in excess of 40 Ldn from transportation related noises.

Sacramento County Noise Ordinance. Sacramento County, California has a noise ordinance that limits noise levels in residential areas of unincorporated Sacramento County to:

- 7 AM–10 PM: 55 decibels (dBA)
- 10 PM–7 AM: 50 dBA

However, there are some exceptions and exemptions to these limits:

- School bands, athletic events, and school entertainment events are exempt.
- Activities in parks and public playgrounds owned and operated by a public entity are exempt.
- Noise from the construction, demolition, alteration, or repair of a building or structure is exempt between 7 AM–6 PM Monday through Saturday and 9 AM–6 PM on Sunday.
- Internal combustion engines are not exempt if they do not have suitable exhaust and intake silencers.

Vibration. Vibration is like noise in that vibration involves a source, a transmission path, and a receiver. While vibration is related to noise, vibration differs in that noise is generally considered to be pressure waves transmitted through air, whereas vibration usually consists of the excitation of a structure or surface. As with noise, vibration consists of amplitude and frequency. A person’s perception of the vibration will depend on their individual sensitivity to vibration, as well as the amplitude and frequency of the source and the response of the system which is vibrating. Vibration can be measured in terms of acceleration, velocity, or displacement. Vibration magnitude is measured in vibration decibels (VdB) relative to a reference level of 1 micro-inch per second peak particle velocity (ppv), the human threshold of perception. The background vibration level in residential areas is usually 50 VdB or lower. Most perceptible indoor vibration is caused by sources within buildings such as operation of mechanical equipment, movement of people, or slamming of doors. Typical outdoor sources of perceptible ground-borne vibration are construction equipment, steel-wheeled trains, and traffic on rough roads. If the roadway is smooth, the vibration from traffic is rarely perceptible. The range of environmental interest is typically from 50 VdB to 90 VdB (or 0.12 inch per second PPV), the latter being the general threshold where structural damage can begin to occur in fragile buildings. The general effect of various types of construction equipment is summarized in the table below:

Type of Equipment	Peak Particle Velocity at 25 feet (inches/second)	Peak Particle Velocity at 50 feet (inches/second)	Peak Particle Velocity at 100 feet (inches/second)
Large Bulldozer	0.089	0.031	0.011

TABLE 4: VIBRATION LEVELS FOR VARIOUS CONSTRUCTION EQUIPMENT			
Type of Equipment	Peak Particle Velocity at 25 feet (inches/second)	Peak Particle Velocity at 50 feet (inches/second)	Peak Particle Velocity at 100 feet (inches/second)
Loaded Trucks	0.076	0.027	0.010
Small Bulldozer	0.003	0.001	0.000
Auger/drill Rigs	0.089	0.031	0.011
Jackhammer	0.035	0.012	0.004
Vibratory Hammer	0.070	0.025	0.009
Vibratory Compactor/roller	0.210 (Less than 0.20 at 26 feet)	0.074	0.026

Source: *Transit Noise and Vibration Impact Assessment Guidelines*. Federal Transit Administration. May 2006.

STANDARDS OF SIGNIFICANCE

Thresholds of significance are those established by the Title 24 standards and by the County of Sacramento General Plan Noise Policies and the Noise Ordinance. Noise and vibration impacts resulting from the implementation of the proposed project would be considered significant if they would cause any of the following results:

- Exterior noise levels at the proposed project exceeding the upper value of the normally acceptable category for various land uses caused by noise level increases due to the project;
- Construction noise levels are not in compliance with the County of Sacramento Noise Ordinance;
- Occupied existing and project residential and commercial areas are exposed to vibration peak particle velocities greater than 0.5 inches per second (in/sec) due to project construction;
- Project residential and commercial areas are exposed to vibration peak particle velocities greater than 0.5 in/sec due to highway traffic and rail operations; and
- Historic buildings and archaeological sites are exposed to peak particle velocities greater than 0.25 in/sec due to project construction, highway traffic, and rail operations.

ASSESSMENT AND FINDINGS

XII. a. Noise Exposure from Major Noise Sources

Although the project site is subject to some level of transportation noise from Franklin and Florin Boulevards, the proposed project does not increase the students exposure to noise over existing conditions since the school site maintains roughly the same footprint on the site, Therefore, the proposed project does not result in students being exposed to new or more intense exterior noise exposure.

XII. b. Vibration

A significant effect would occur if occupied existing and project residential and commercial areas were

exposed to vibration peak particle velocities greater than 0.5 inches per second (in/sec) due to project construction. Table 4 above shows the expected vibration levels from the use of different types of equipment at distances of 25 feet, 50 feet and 100 feet from the construction area. Housing adjacent to the eastern side of the site which fronts onto Bowling Drive will be very close to the construction area and temporary noise and vibration impacts will be more noticeable to these residents. Homes to the north of the site are 50 feet from the perimeter of the construction area and vibration impacts are not expected to exceed 0.5 inches per second. The District's standard construction specifications include conditions to avoid use of vibratory equipment which would exceed 0.5 inches per second near neighboring buildings with particular attention paid to use of vibratory equipment on the eastern perimeter of the site. Impacts are considered less-than-significant.

XII. c. and d. Noise Generation

Operational Noise. School sites do generate some noise. Periodic noise may be associated with students playing sports or enjoying recess or other activities such as band practice. The proposed project does not increase the student population and thus it is expected that noise from school activities will be similar to that which is currently experienced. The proposed project does not expand the student population, which would result in increased activities on the site that might generate additional noise. Less than significant noise generation is expected as a result of the operation of the project.

Temporary Construction Period Noise. Sacramento County Code section 6.68.090(e) provides that noise sources associated with construction, repair, remodeling, demolition, paving or grading of any real property, are exempt from maximum noise level requirements, provided said activities do not take place between the hours of 8 p.m. and 6 a.m. on weekdays and Friday commencing at 8 p.m. through and including 7 a.m. on Saturday; Saturdays commencing at 8 p.m. through and including 7 a.m. on the next following Sunday and on each Sunday after the hour of 8 p.m. Provided, however, when an unforeseen or unavoidable condition occurs during a construction project and the nature of the project necessitates that work in process be continued until a specific phase is completed, the contractor or owner shall be allowed to continue work after 8 p.m. and to operate machinery and equipment necessary until completion of the specific work in progress can be brought to conclusion under conditions which will not jeopardize inspection acceptance or create undue financial hardships for the contractor or owner. The noise ordinance exempts construction noise from its noise limitations as long as construction activities adhere to these hours of operation restrictions. The District's standard construction specifications include these limitations. Construction noise is estimated to be less-than-significant based on compliance with the County Noise Ordinance.

XII. e and f. Exposure to Noise from Aircraft

The project site is not located near any Airport Noise Contours as defined in an Airport Land Use Plan and no public or private air strips are located within 2 miles of the site. Exposure to aircraft noise is less-than-significant.

CONCLUSION

Operational, transportation related and construction period noise impacts are less-than-significant.

XIII. POPULATION AND HOUSING Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?				X
b) Displace substantial numbers of existing housing necessitating the construction of replacement housing elsewhere?				X
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?				X

ENVIRONMENTAL SETTING

The project site is located in an urbanized and developed area of South Sacramento in the County of Sacramento. The area was developed post WW2 and the school site was initially constructed in 1957. Within the vicinity of the site there is relatively few opportunities for new growth and development with the exception of infill housing. The area is not considered a new growth area on either the City or County General Plans.

ASSESSMENT AND FINDINGS

XIII a) Extension of Services and Growth Inducement

The proposed project does not involve new housing or population growth which would require the extension of public services. The proposed project is designed to replace the older and dysfunctional systems and provide better paths of travel. Landscaping and hardscaping on the site. The project does not increase population or increase student capacity on the site. No growth inducement impact would occur and no extension of public services is required for the project.

XIII b) and c) Displacement of Persons from Existing Housing and Replacement Housing

The project will not require the acquisition of existing housing or the displacement of persons from their housing or the construction of replacement housing. No housing displacement or replacement housing impacts would occur.

CONCLUSION

The proposed project will not result in growth inducement or the displacement of persons from existing housing. Therefore, no impacts would occur.

XIV. PUBLIC SERVICES	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
Would the project impact:				
a) Fire and Police Protection?				X
b) Schools?				X
c) Parks?				X
d) Other governmental services?				X

ENVIRONMENTAL SETTING

The proposed project is located on the Fern Bacon Middle School site, a developed school site, located within the urbanized area of the County of Sacramento. As such, the site is currently served by existing public services and facilities. The proposed project is designed to make safety improvements to the school and the project will not expand the student capacity of the school or cause the need for new or increased public services.

Police and Fire Services. The County of Sacramento provides police service to the site and the Pacific Fruitridge Fire District provides fire services. The Pacific Fruitridge Fire District contracts with the City of Sacramento for fire suppression services. The nearest fire station is Station 56 located approximately 1 mile north of the site at 3720 47th Avenue. Station 57 is located to the south of the site at 7927 E. Parkway near Franklin Boulevard.

Schools. The project is located in and sponsored by the Sacramento City Unified School District.

Parks. Parks in the area are administered by the Southgate Parks and Recreation District.

STANDARDS OF SIGNIFICANCE

For purposes of this environmental document, an impact is considered significant if the proposed project would result in a substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services.

ASSESSMENT AND FINDINGS

XIV. a) through c) Public Services and Facilities

A project would have a significant impact if it resulted in the construction of new facilities which require substantial new public services or created a substantial new permanent demand for new public services. The project site and existing surrounding population are currently adequately served

by the County public services. Similarly, the project does not involve the construction of new housing units or employment-generating facilities which would require new public facilities or increase demand for new parks or schools.

CONCLUSION

Impacts on public services are determined to have no impact.

XV. RECREATION Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Increase the demand for neighborhood or regional parks or other recreational facilities?				X
b) Affect existing recreational opportunities?				X

ENVIRONMENTAL SETTING

The site is located within the boundaries of Southgate Park and Recreation District. The District encompasses a 52-square mile area of unincorporated South Sacramento County. In this area, the District currently maintains 47 parks, 6 community centers, 2 aquatic facilities and numerous landscape corridors and nature preserves. The District’s primary goal and its public charge is to provide recreation and park services to the 120,000 residents it serves. Southgate Parks and Recreation District operates Bowling Green Park located to the north of the site on 42nd Street at 47th Avenue.

STANDARDS OF SIGNIFICANCE

For purposes of this Initial Study, impacts on recreational resources are considered significant if the proposed project would do either of the following:

- Cause or accelerate substantial physical deterioration of existing area parks or recreational facilities; or
- Create a need for construction or expansion of recreational facilities beyond what was anticipated in the General Plan.

ASSESSMENT AND FINDINGS

XV a) Recreational Demand

The proposed project will not significantly increase population or housing in the area and as such would not result in a substantial increase in demand for local recreation and park space.

XV b) Affect Existing Recreational Opportunities

The project does not increase student population beyond the design capacity which would create new demand for recreational resources on the site or in the neighborhood.

CONCLUSION

The project will not have any unusual or significant impact on recreational resources.

XVI. TRANSPORTATION & TRAFFIC Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?				X
b) Conflict or be inconsistent with CEQA Guidelines § 15064.3, subdivision (b)?				X
c) Substantially increase hazards due to geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?				X
d) Result in inadequate emergency access?				X

ENVIRONMENTAL SETTING

The site is located on Cuny Avenue to the east of Franklin Boulevard South Sacramento. Florin Road to the south of the site connects both State Highway 99 and Interstate 5, which provides regional access to the site. Franklin Boulevard is a north-south arterial. Cuny Avenue is an east-west collector street. Access to the site is available from Cuny Avenue. The Sacramento Regional Transit District (RT) provides public transit service within the project area. The proposed project does reconfigure and expand the parking area and area for student drop-off and pick-up which will reduce congestion during morning drop-off typical at school sites. The project does not increase student capacity or classrooms on site and as such, the proposed project is not expected to increase traffic or vehicle miles traveled over current conditions.

STANDARDS OF SIGNIFICANCE

The standards of significance in this analysis are based upon the current practice and policies of the City of Sacramento General Plan. In accordance with The California Environmental Quality Act (CEQA), the effects of a project are evaluated to determine if they will result in a significant adverse impact on the environment. For the purposes of this analysis, an impact is considered significant if implementation of the project would have any of the effects described below.

- Conflict with an applicable plan, ordinance or policy establishing measures of effectiveness for the performance of the circulation system taking into account all modes of transportation including mass transit and non-motorized travel and relevant components of the circulation system, including but not limited to intersections, streets, highways and freeways, pedestrian and bicycle paths, and mass transit?
- Conflict with an applicable congestion management program, including, but not limited to level of service standards and travel demand measures, or other standards established by the county congestion management agency for designated roads or highways?

- Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?
- Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?
- Result in inadequate emergency access or access?
- Conflict with adopted policies, plans, or programs regarding public transit, bicycle, or pedestrian facilities, or otherwise decrease the performance or safety of such facilities.

ASSESSMENT AND FINDINGS

XVI. a). Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities. The proposed project would not result in new uses which would generate new traffic. For example, the project does not significantly increase the student or staff population on the site or change the capacity of the school. Since no new uses or changes in operations at the site result from the project, no impact on transportation and transit systems is expected. A traffic study was conducted for the District to consider the potential impacts of improvements to both the Bowling Green campus and the adjacent Fern Bacon Middle School Campus. The study entitled, *SCUSD Fern Bacon, Bowling Green Chacon, Bowling Green McCoy School, Local Transportation Analysis* determined that the proposed project would generally improve congestion and safety by reconfiguring the drop off areas and accessways.

XVI. b). Conflict or be inconsistent with CEQA Guidelines § 15064.3, subdivision (b). This section of CEQA concerns whether or not a project would significantly increase the number of vehicle miles traveled. As noted above, the proposed project would not result in new uses which would generate new traffic or change existing travel patterns. Since there is no significant change in the number of students attending the site, there is no expected change in vehicle trips or substantial change in vehicle miles traveled. No significant adverse impact.

XVI. d). Hazardous Design. The proposed project will not significantly modify any public roadway system. The redesign of the parking and unloading areas on the site should improve rather than adversely impacting traffic operations in the area during times of school pick-up and drop-off. Minor modifications to provide accessible parking and walkways are planned for the site. These improvements are designed for safety. No impact.

XVI. d). Emergency Access. The project does not modify or block any emergency access routes, and the project does not increase student population which would increase the number of persons that might be subject to evacuation.

CONCLUSION

The proposed project does not change or impact on any roadways, bikeways, pedestrian or transit facilities and the project does not increase demand for such facilities. No impact.

XVII. UTILITIES	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
Would the project:				
a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?				X
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?				X
e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?				X
f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?				X
g) Comply with federal, state, and local statutes and regulations related to solid waste?				X

ENVIRONMENTAL SETTING

The proposed project is located in the Fruitridge Pocket area of Sacramento County. This area is an unincorporated pocket of land surrounded by lands within the City of Sacramento. The project is located on an existing school site, in an existing developed neighborhood. As such, the site is currently served by existing public services and facilities. The project will not induce new growth (such as houses or new population) which might create demand for new utilities and services; rather the project is designed to serve the existing student population.

Water Service and Water Quality. The proposed projects makes improvements to an existing school site but does not expand the student capacity at the site. As such, no increase in the demand for domestic water or water for fire suppression is anticipated.

Waste Water Treatment. The Sacramento County Regional Sanitation District provides waste water treatment services. The capacity of the treatment system is not expected to be reached until after 2030 with regional growth in the area. The proposed project will not increase student population at the site and therefore, it is not anticipated to result in any increase in waste water.

Storm Drainage. The County is active in the Sacramento Stormwater Quality Partnership (SSQP) designed to reduce and manage run-off throughout the area. The County also requires projects to comply with a National Pollutant Discharge Elimination System (NPDES) permit requirement. The project is not anticipated to substantially increase impervious surface on site which would increase the volume of storm run-off. Additionally, the project includes on-site drainage and on-site detention of storm water. The proposed project is not anticipated any significant impacts on the storm drainage system in the area.

Solid Waste Disposal. Solid waste in the County of Sacramento is collected by the County Waste Management Department for residential uses and by permitted private haulers for commercial and institutional uses. California's Senate Bill 1383 (SB 1383) requires all schools to subscribe to recycling and organics recycling services. In addition, all schools must provide recycling containers alongside all trash containers and organic containers in areas where food is consumed. The State of California (CalRecycle) regulates Local Education Agencies, including public schools, charter schools, school districts, State colleges, and County Offices of Education. The District's standard construction specification regarding construction and building materials waste requires the contractor to comply with the State's goals for reducing building waste through salvage and recycling.

Utilities. Natural gas is supplied to the site by Pacific Gas and Electric (PG & E). Electrical service will be provided by Sacramento Municipal Utility District (SMUD).

STANDARDS OF SIGNIFICANCE

For purposes of this environmental document, an impact is considered significant if the proposed project would result in the need for new or altered services related to water, sewer, wastewater treatment or solid waste facilities. For example, a project which will require the extension of a new wastewater treatment facility or the construction of new or substantially altered sewer trunk lines may be considered an environmental impact particularly if the construction of such facilities results in other physical impacts.

ASSESSMENT AND FINDINGS

XVII. a) through g) Utilities

A project will have a significant impact if it results in the new construction of facilities which require substantial new public services or utilities or which would substantially alter existing services. This project does not involve the construction of new housing units or employment generating facilities which would require substantial new or expanded utilities such as expansion of existing water

treatment facilities, new drainage facilities etc. The existing site is currently served by existing utilities including adequate water, wastewater, and storm drainage services to the site. No significant new student population would result from the project which would increase demand for services such as water and sewer services. Modifications to the existing restrooms would include replacement of worn or damaged parts such as toilets which would not increase energy or water use but may result in more water efficient and energy efficient fixtures. Relative to solid waste, District requires the contractor to achieve an “end-of-project rates for salvage/recycling of 50 percent by weight of total non-hazardous solid waste generated by the work and requires the contractor to practice efficient waste management in the use of materials in the course of the work; use all reasonable means to divert construction and demolition waste from landfills and incinerators and facilitate recycling and salvage of materials.” These requirements will ensure that the project does not produce mass waste that would require the expansion of landfills. Thus, the project is not expected to overburden existing water distribution, waste water or storm drainage collection and treatment systems or exceed the capacity of a landfill site.

CONCLUSION

The project does not result in increased demand for water service, solid waste, wastewater services and utility services and is not expected to have an impact on such systems.

XVIII. MANDATORY FINDINGS OF SIGNIFICANCE	Potentially Significant Impact	Less-than-Significant Impact with Mitigation	Less-than-Significant Impact	No Impact
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?				X
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects)?				X
c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?				X

XVIII a) Substantial effects to habitat, fish, wildlife, plant species or eliminate important examples of California History or Pre-history.

The Initial Study reviewed the potential impacts that the project could have on habitat, fish, wildlife, plants, and historic and cultural resources and determined that there would be less-than-significant impacts to these resources. The proposed project is located in a developed urban area. There are no sensitive habitats, riparian environments, special plant species or recorded sitings of special status animal species on or adjacent to the site. The project will not affect any examples of California History or Pre-history.

XVIII b) Cumulative Effects

Cumulative effects refer to the effects of the proposed project when combined with other related projects were considered in analyzing the traffic, air, noise, public service, and other impacts of the project. Specifically, the air quality and traffic effects of this project combined with the effects of the adjacent Bowling Green Elementary School project were considered. It was determined that while the two construction projects may have concurrent construction schedules, construction period air quality

emissions from both projects will not exceed thresholds. From an operational perspective, both this project and the adjacent Bowling Green Elementary do not increase the footprint of the school sites, or increase enrollment beyond the capacity of each site or greater than 10% of the existing enrollment. As such, no significant change in the number of students, the number of vehicle trips or vehicle miles traveled is expected. Cumulative operational noise is similar expected to be less-than-significant since there is no major change in the number of students expected to be on site and no major change in the location of buildings and facilities on the site. The Initial Study found that the proposed project would not result in any considerable contributions to cumulative impacts.

XVIII b) Substantial Adverse Effects on Human Beings, either directly or indirectly?

The proposed project site is not located on, or near, a hazardous materials site, a Special Flood Hazard Zone, or known fault zone or within an Airport Community Planning Area which would expose humans to substantial adverse effects.

DETERMINATION

Based on the above findings, and based on the 2024 CEQA Statute and Guidelines, the proposed project qualifies as a Class 2 (Section 15304) exemption. This exemption covers the “replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced.” This project replaces an existing school and school facilities on the same site with the same purpose and capacity as the structure replaced. The project does not expand the student capacity on the site. Replacement of the school building is necessary because of the age and condition of the existing buildings and the costs of meeting health and safety codes to bring the structures up to date. Additionally, the majority of the buildings on site are older portable classrooms which have largely reached the end of their useful life. Based on these findings, the following Determination is made:

X	I find the Proposed Project would not have a significant effect on the environment and that the project qualifies for a CATEGORICAL EXEMPTION (Class 2) under Section 15403 of the CEQA Guidelines.
	I find that the Proposed Project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
	I find that although the Proposed Project could have a significant effect on the environment, there will not be a significant effect in this case because the project-specific mitigation measures described have been added to the project. A MITIGATED NEGATIVE DECLARATION will be prepared.
	I find that the Proposed Project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.

March 17, 2025

Trish Davey, Planning Dynamics Group

CALEEMOD Results

Bowling Green and Fern Bacon Schools Summary Report

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1. Basic Project Information

1.1. Basic Project Information

Data Field	Value
Project Name	Bowling Green and Fern Bacon Schools
Construction Start Date	6/1/2025
Operational Year	2027
Lead Agency	—
Land Use Scale	Project/site
Analysis Level for Defaults	County
Windspeed (m/s)	3.00
Precipitation (days)	36.6
Location	38.50161449702381, -121.4609155920217
County	Sacramento
City	Unincorporated
Air District	Sacramento Metropolitan AQMD
Air Basin	Sacramento Valley
TAZ	761
EDFZ	13
Electric Utility	Sacramento Municipal Utility District
Gas Utility	Pacific Gas & Electric
App Version	2022.1.1.29

1.2. Land Use Types

Land Use Subtype	Size	Unit	Lot Acreage	Building Area (sq ft)	Landscape Area (sq ft)	Special Landscape Area (sq ft)	Population	Description
Elementary School	700	Student	20.0	58,522	43,000	43,000	—	—

Junior High School	98.0	1000sqft	15.0	98,000	220,000	220,000	—	—
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1.3. User-Selected Emission Reduction Measures by Emissions Sector

No measures selected

2. Emissions Summary

2.1. Construction Emissions Compared Against Thresholds

Criteria Pollutants (lb/day for daily, ton/yr for annual) and GHGs (lb/day for daily, MT/yr for annual)

Un/Mit.	TOG	ROG	NOx	CO	SO2	PM10E	PM10D	PM10T	PM2.5E	PM2.5D	PM2.5T	BCO2	NBCO2	CO2T	CH4	N2O	R	CO2e
Daily, Summer (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	19.6	19.6	31.7	31.2	0.06	1.37	19.8	21.2	1.26	10.1	11.4	—	6,826	6,826	0.27	0.22	4.36	6,852
Daily, Winter (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	19.6	19.6	29.8	29.2	0.06	1.23	9.41	10.6	1.14	3.70	4.84	—	6,800	6,800	0.27	0.16	0.11	6,826
Average Daily (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	3.06	3.04	11.8	11.2	0.02	0.48	3.72	4.21	0.44	1.60	2.05	—	2,517	2,517	0.11	0.10	1.16	2,549
Annual (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	0.56	0.56	2.15	2.04	< 0.005	0.09	0.68	0.77	0.08	0.29	0.37	—	417	417	0.02	0.02	0.19	422
Exceeds (Daily Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	85.0	—	—	—	—	—	80.0	—	—	82.0	—	—	—	—	—	—	—
Unmit.	—	No	—	—	—	Yes	—	No	—	—	No	—	—	—	—	—	—	—

Exceeds (Average Daily)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	85.0	—	—	—	—	—	80.0	—	—	82.0	—	—	—	—	—	—	—
Unmit.	—	No	—	—	—	Yes	—	No	—	—	No	—	—	—	—	—	—	—
Exceeds (Annual)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,100
Unmit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	No

2.4. Operations Emissions Compared Against Thresholds

Criteria Pollutants (lb/day for daily, ton/yr for annual) and GHGs (lb/day for daily, MT/yr for annual)

Un/Mit.	TOG	ROG	NOx	CO	SO2	PM10E	PM10D	PM10T	PM2.5E	PM2.5D	PM2.5T	BCO2	NBCO2	CO2T	CH4	N2O	R	CO2e
Daily, Summer (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	4.96	4.82	1.00	7.60	0.01	0.08	—	0.08	0.08	—	0.08	145	2,045	2,191	13.9	0.03	0.60	2,547
Daily, Winter (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	3.75	3.70	0.95	0.79	0.01	0.07	—	0.07	0.07	—	0.07	145	2,017	2,163	13.9	0.03	0.60	2,519
Average Daily (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	4.58	4.47	0.98	5.46	0.01	0.08	—	0.08	0.08	—	0.08	145	2,037	2,182	13.9	0.03	0.60	2,538
Annual (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	0.84	0.81	0.18	1.00	< 0.005	0.01	—	0.01	0.01	—	0.01	24.1	337	361	2.30	< 0.005	0.10	420
Exceeds (Daily Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Threshold	—	65.0	63.0	—	—	—	—	80.0	—	—	80.0	—	—	—	—	—	—	—
Unmit.	—	No	No	—	—	—	—	No	—	—	No	—	—	—	—	—	—	—
Exceeds (Average Daily)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	65.0	63.0	—	—	—	—	80.0	—	—	80.0	—	—	—	—	—	—	—
Unmit.	—	No	No	—	—	—	—	No	—	—	No	—	—	—	—	—	—	—
Exceeds (Annual)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,100
Unmit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	No

6. Climate Risk Detailed Report

6.2. Initial Climate Risk Scores

Climate Hazard	Exposure Score	Sensitivity Score	Adaptive Capacity Score	Vulnerability Score
Temperature and Extreme Heat	0	0	0	N/A
Extreme Precipitation	0	0	0	N/A
Sea Level Rise	N/A	N/A	N/A	N/A
Wildfire	0	0	0	N/A
Flooding	0	0	0	N/A
Drought	0	0	0	N/A
Snowpack Reduction	N/A	N/A	N/A	N/A
Air Quality Degradation	0	0	0	N/A

The sensitivity score reflects the extent to which a project would be adversely affected by exposure to a climate hazard. Exposure is rated on a scale of 1 to 5, with a score of 5 representing the greatest exposure.

The adaptive capacity of a project refers to its ability to manage and reduce vulnerabilities from projected climate hazards. Adaptive capacity is rated on a scale of 1 to 5, with a score of 5 representing the greatest ability to adapt.

The overall vulnerability scores are calculated based on the potential impacts and adaptive capacity assessments for each hazard. Scores do not include implementation of climate risk reduction measures.

6.3. Adjusted Climate Risk Scores

Climate Hazard	Exposure Score	Sensitivity Score	Adaptive Capacity Score	Vulnerability Score
Temperature and Extreme Heat	1	1	1	2
Extreme Precipitation	1	1	1	2
Sea Level Rise	N/A	N/A	N/A	N/A
Wildfire	1	1	1	2
Flooding	1	1	1	2
Drought	1	1	1	2
Snowpack Reduction	N/A	N/A	N/A	N/A
Air Quality Degradation	1	1	1	2

The sensitivity score reflects the extent to which a project would be adversely affected by exposure to a climate hazard. Exposure is rated on a scale of 1 to 5, with a score of 5 representing the greatest exposure.

The adaptive capacity of a project refers to its ability to manage and reduce vulnerabilities from projected climate hazards. Adaptive capacity is rated on a scale of 1 to 5, with a score of 5 representing the greatest ability to adapt.

The overall vulnerability scores are calculated based on the potential impacts and adaptive capacity assessments for each hazard. Scores include implementation of climate risk reduction measures.

7. Health and Equity Details

7.3. Overall Health & Equity Scores

Metric	Result for Project Census Tract
CalEnviroScreen 4.0 Score for Project Location (a)	93.0
Healthy Places Index Score for Project Location (b)	3.00
Project Located in a Designated Disadvantaged Community (Senate Bill 535)	Yes
Project Located in a Low-Income Community (Assembly Bill 1550)	Yes
Project Located in a Community Air Protection Program Community (Assembly Bill 617)	South Florin

a: The maximum CalEnviroScreen score is 100. A high score (i.e., greater than 50) reflects a higher pollution burden compared to other census tracts in the state.

b: The maximum Health Places Index score is 100. A high score (i.e., greater than 50) reflects healthier community conditions compared to other census tracts in the state.

7.5. Evaluation Scorecard

Health & Equity Evaluation Scorecard not completed.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1n

Meeting Date: April 10, 2025

Subject: Approve Notice of Exemption for Pacific Elementary Modernization Project

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

Division: Facility Support Services

Recommendation: Approve Notice of Exemption for Pacific Elementary Modernization Project.

Background/Rationale: Sacramento City Unified School District (SCUSD) will be modernizing the Pacific Elementary School site beginning later this summer. As such, SCUSD reviewed this proposed project to ensure that it complies with the environmental review and mitigation requirements of the California Environmental Quality Act (CEQA). The CEQA statutes are located in Public Resources Code, Section 21000 et seq. and the State CEQA Guidelines (14 CCR 15000 et seq.) CEQA requires that all state and local government agencies consider the environmental consequences of projects over which they have discretionary authority before acting on those projects.

Section 15061(a) of the CEQA Guidelines states that once a lead agency has determined that an activity is a project subject to CEQA, a lead agency shall determine whether the project is exempt from CEQA. The CEQA statutes and guidelines include a listing of activities which are considered to be exempt from CEQA. Some activities are exempted specifically by statute and others are exempted based on the category of activity. If the lead agency determines that a proposed project is exempt, then a Notice of Exemption is filed by the lead agency for the project and no further environmental review is required.

Categories of exemption applicable to the project include:

- “Class 1 (Section 15301) consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency’s determination.”
- “Class 2 (Section 15304) consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure

replaced and will have substantially the same purpose and capacity as the structure replaced.”

- “Class 14 (Section 15314) consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms. The addition of portable classrooms is included in this exemption.”
- “Class 31 (Section 15331) consists of projects limited to maintenance, repair, stabilization, rehabilitation, restoration, preservation, conservation or reconstruction of historical resources in a manner consistent with the Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings (1995), Weeks and Grimmer.”

Financial Considerations: None

LCAP Goal(s): : Goal I – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:

1. CEQA Checklist and Initial Study

Estimated Time of Presentation: NA

Submitted by: Nathaniel Browning, Director, Planning and Property Management

Approved by: Chris Ralston, Assistant Superintendent, Facilities Support Services

Janea Marking, Chief Business and Operations Officer

Lisa Allen, Superintendent

Sacramento City Unified School District

Pacific Elementary School Improvement Project

CEQA Checklist and Initial Study

INTRODUCTION

The purpose of this report is to ensure that the proposed project complies with the environmental review and mitigation requirements of the California Environmental Quality Act or CEQA. The CEQA statutes are located in Public Resources Code, Section 21000 et seq. and the State CEQA Guidelines (14 CCR 15000 et seq.) CEQA requires that all state and local government agencies consider the environmental consequences of projects over which they have discretionary authority before acting on those projects. The Sacramento City Unified School District (hereinafter District) is the lead agency for this CEQA review.

The Initial Study is a public document used by the lead decision-making agency to determine whether a project may have a significant effect on the environment. If the lead agency finds substantial evidence that any aspect of the project, either individually or cumulatively, may have a significant effect on the environment, regardless of whether the overall effect of the project is adverse or beneficial, the lead agency is required to prepare an environmental document.

The purpose of CEQA is to identify, disclose and to the extent feasible mitigate any significant physical environmental effects of a proposed project. CEQA focuses on physical environmental effects and does not generally review social or economic effects unless such effects result in a physical environmental impact. Section 21060.5 of the CEQA Statutes defines "Environment" as the "physical conditions which exist within the area which will be affected by a proposed project, including land, air, water, minerals, flora, fauna, noise, objects of historic or aesthetic significance."

PROCESS FOR DETERMINING THE STATUS OF A PROJECT UNDER CEQA

The CEQA Guidelines outline a basic process for assessing the type of environmental review required for a project. This process generally requires that the lead agency undertake the following steps:

Define the Action and Determine if it is a Project Under CEQA. Generally, CEQA defines a project as any action that requires discretionary approval by the lead agency. In this case, the District's Board of Education is required to use their discretion to approve or disapprove any closures of schools, and the related transfers of students. Thus, the proposed closure of schools would be considered a project under CEQA.

Determine if the Project is Exempt from CEQA by Statute or Category of Action. Section 15061(a) of the CEQA Guidelines states that once a lead agency has determined that an activity is a project subject to CEQA, a lead agency shall determine whether the project is exempt from CEQA. The CEQA statutes and guidelines include a listing of activities which are considered to be exempt from CEQA. Some activities are exempted specifically by statute and others are exempted based on the category of

activity. If the lead agency determines that a proposed project is exempt, then a Notice of Exemption is filed by the lead agency for the project and no further environmental review is required.

CEQA EXEMPTIONS APPLICABLE TO THE PROJECT

Chapter 3 (commencing with Section 15000) of Division 6 of Title 14 of the California Administrative Code” defines the types of activities which may be exempt from CEQA.

Categories of exemption applicable to the project include:

“Class 1 (Section 15301) consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency’s determination.”

“Class 2 (Section 15304) consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced.”

“Class 14 (Section 15314) consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms.”

“Class 31 (Section 15331) consists of projects limited to maintenance, repair, stabilization, rehabilitation, restoration, preservation, conservation or reconstruction of historical resources in a manner consistent with the Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings (1995), Weeks and Grimmer.”

Although CEQA includes exemptions, CEQA also states in brief that a categorical exemption may not apply where there are other outstanding environmental issues posed by the project. For this reason, the District has chosen to conduct an Initial Study to determine if there are any potentially adverse environmental impacts of the project.

PROJECT LOCATION

The proposed project is located on the campus of the Pacific Elementary School located at the 6201 41st Street in the Fruitridge Pocket of the unincorporated area of the County of Sacramento.

BACKGROUND

Pacific Elementary School serves students in Transitional Kindergarten through Grade 6 who largely reside in the nearby neighborhoods in the Fruitridge Pocket and sections of south Sacramento.

The school was initially constructed in 1951 and was expanded with portable classrooms thereafter, to meet the student enrollment increases from development in the Fruitridge Pocket area. The majority of the classrooms are older portable buildings. In 2020, the District prepared a comprehensive

assessment of the condition of all schools which served to inform the District’s Facility Master Plan. The condition assessment for Pacific School showed that most of the major systems and structures on campus were in poor condition and past their useful life and evidence of structural failure were evident. Replacement of the buildings with new electrical, HVAC was determined to be more cost effective than repairing the structures and would result in long term operational savings through energy efficiency. In addition, replacement would allow upgrades to support the types of technology used in current learning environments.

The replacement school would be on the existing campus and would not require the acquisition of property to expand the campus. In this regard the project meets the criteria of a Class 2 (Section 15304) exemption which consists of “the replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced.” Additionally, the proposed project does not increase the enrollment capacity of the school site. No net new increase in the number of classrooms will be added, that would increase the capacity of the school or increase student enrollment. Based on this the project qualifies for a Class 14 Exemption assuming there are no other unusual circumstances that would pose environmental impacts.

PROPOSED PROJECT ELEMENTS

The replacement campus, spanning approximately 70,000 square feet, is designed to accommodate around 650 students. The current design capacity of the campus is 840 students and thus the new school does not expand the capacity at the school. The new school will feature two (2) connected two-story classroom building with approximately twenty-nine classrooms, a multi-purpose building housing a basketball court, kitchen, food service area, and a community room. Additionally, the campus will include a library, administration area, wellness suite, special education facilities, and flex labs. Site work encompasses paving along accessible paths of travel, parking areas, drop-off zones, hardscape, and landscape, along with the creation of walking paths.

Construction is scheduled to begin in Spring of 2025 with plans to re-open the doors of the school in Fall 2027. During the anticipated two-year construction period, students will be temporarily relocated to a nearby campus, with transportation provided by the school district. The initial construction phase involves the demolition of existing buildings, site amenities, paving, landscape features, fencing, and utility lines. The sitework includes rough grading, installation of underground utility lines (storm drain, sewer, domestic water, fire water, gas, electrical, and low voltage conduits), and construction of final site work, including playground hard courts, play fields, parking lot and drop-off areas, landscape, and site amenities.

Demolition and Site Preparation

- Demolition of the 9,400 sf Cafeteria and Multipurpose Room, and demolition of two older classroom buildings housing the school administration offices and approximately 12 “stick-built” classrooms
- Removal and demolition of 10 portable buildings.
- Total existing buildings to be demolished or removed is 51,100 sf of which a substantial portion is comprised of 24,712 sf is portable buildings.

New Buildings

Construction of replacement buildings and site designed to approximately 650 students. The current design capacity of the school is 850 students. The proposed rebuild is in response to declining enrollment and does not expand the capacity of the schools site. Existing enrollment (2024-24) was 638 students and current demographic trends expect the enrollment to stay steady or decline.

The proposed new school will consist of 4 new buildings:

- Building A will house the reception are, office, nurse, community room and a large Transitional Kindergarten and Kindergarten Room.
- Building B will be a two-story classroom building with approximately 14 classrooms, Library, restrooms and breakout rooms.
- Building C will also be a two-story building with approximately 14 classrooms including Special Education rooms, restrooms and break-out rooms.
- Building M is the Multi-purpose Room to house the Cafeteria, Food Preparation and Food Service areas. This building also has restrooms.

Exterior Site Work

- To accommodate the new site plan, the existing paving, landscaping, fencing and play areas will be removed and replaced.
- The project includes rough grading, the installation of underground utility lines including storm drain, sewer, domestic water, fire water, electrical and low voltage conduits to within five feet of new proposed buildings.
- The existing driveway and parking area will be reconfigured slightly to provide better drop-off and pick-up on a looped driveway on site and help reduce congestion on 41st Street.
- Off-site improvements include replacement of curb, gutter and sidewalks along the school frontage.
- New playground equipment and hard courts will be installed.
- New landscaping will be installed including new irrigation systems. The landscape plan includes low water species of shrubs, trees and ground cover. The plan includes approximately 135 new trees.
- A solar array will be installed over a section of the parking lot.

ENVIRONMENTAL SCREENING CHECKLIST

Attachment 1 is the Environmental Screening Checklist and narrative. This checklist is based on Appendix G of the State CEQA Guidelines as amended. For this review, the Standards of Significance are derived from either CEQA Appendix G or where applicable the County of Sacramento General Plan which is the jurisdiction in which the project is located. The Environmental Checklist and Screening was completed using the best available information.

CLASSIFICATIONS OF SIGNIFICANCE OF AN IMPACT USED IN THE CHECKLIST

For each impact area, CEQA Appendix G Checklist of items is used as appropriate. Based on best available information an assessment of the significance of the impact is made in this report. The significance of impacts is categorized as follows:

"Potentially Significant Impact" is appropriate if there is substantial evidence that an effect may be significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is generally required unless mitigation measures are available to reduce the impact.

"Less-than-significant with Mitigation Measures" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less-than-significant Impact."

"Less-than-significant Impact" applies where the project's impacts are insubstantial and do not require any mitigation to reduce impacts.

"No Impact" applies to issue areas which do not affect the project or/or the project does not affect.

DISTRICT CONTRACT FOR FURTHER INFORMATION

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Sacramento City Unified School District
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Sacramento, CA 95818
916.257.9640
nathaniel-browning@scusd.edu

SOURCES CONSULTED AND INCORPORATED BY REFERENCE

- County of Sacramento *General Plan, 2005-2030*, adopted by the Board of Supervisors Final Environmental Impact Report for the County of Sacramento General Plan, 2005-2030, initially adopted November 9, 2011. Sacramento, CA. as amended.
- Final Environmental Impact Report for the County of Sacramento General Plan, 2005-2030, certified November 9, 2011. Sacramento, CA.
- Final South Sacramento Habitat Conservation Plan. Prepared by: County of Sacramento City of Rancho Cordova City of Galt Sacramento County Water Agency Southeast Connector Joint Powers Authority. February 2018, Sacramento CA.
- City of Sacramento *General Plan 2035*, City of Sacramento, March 3, 2015, Sacramento, CA.
- City of Sacramento General Plan 2035, Draft Master Environmental Impact Report and Appendices, August 2014, Sacramento, CA.
- City of Sacramento *Register of Historical and Cultural Resources*, City of Sacramento, 2011, as updated 2015. Sacramento, CA.
- City of Sacramento. *Zoning Ordinance*, Chapter 17.28.30. City of Sacramento, CA.
- *2010 Sacramento City/County Bikeway Master Plan DEIR*, Sacramento, CA, 2005. Sacramento, CA.
- Sacramento Metropolitan Air Quality Management District, *Guide to Air Quality Assessment in*

- Sacramento County*, December 2009 as revised through 2024. Sacramento, CA.
- California Governor’s Office of Planning and Research. 2003. *Guidelines for the Preparation and Content of the Noise Element of the General Plan*.
 - *Pacific Elementary Traffic Evaluation*, Kimley-Horn, June 19, 2024, prepared for Sacramento County and SCUSD.
 - *Pre-Development Arborists Report and Tree Inventory for Pacific Elementary School*, October 2, 2024, prepared by California Tree and Landscape Consulting, Inc, for SCUSD.
 - *Submittal to Department of State Architect, drawings for Pacific Elementary School Rebuild*, prepared by Lionakis Architects, October 1, 2024

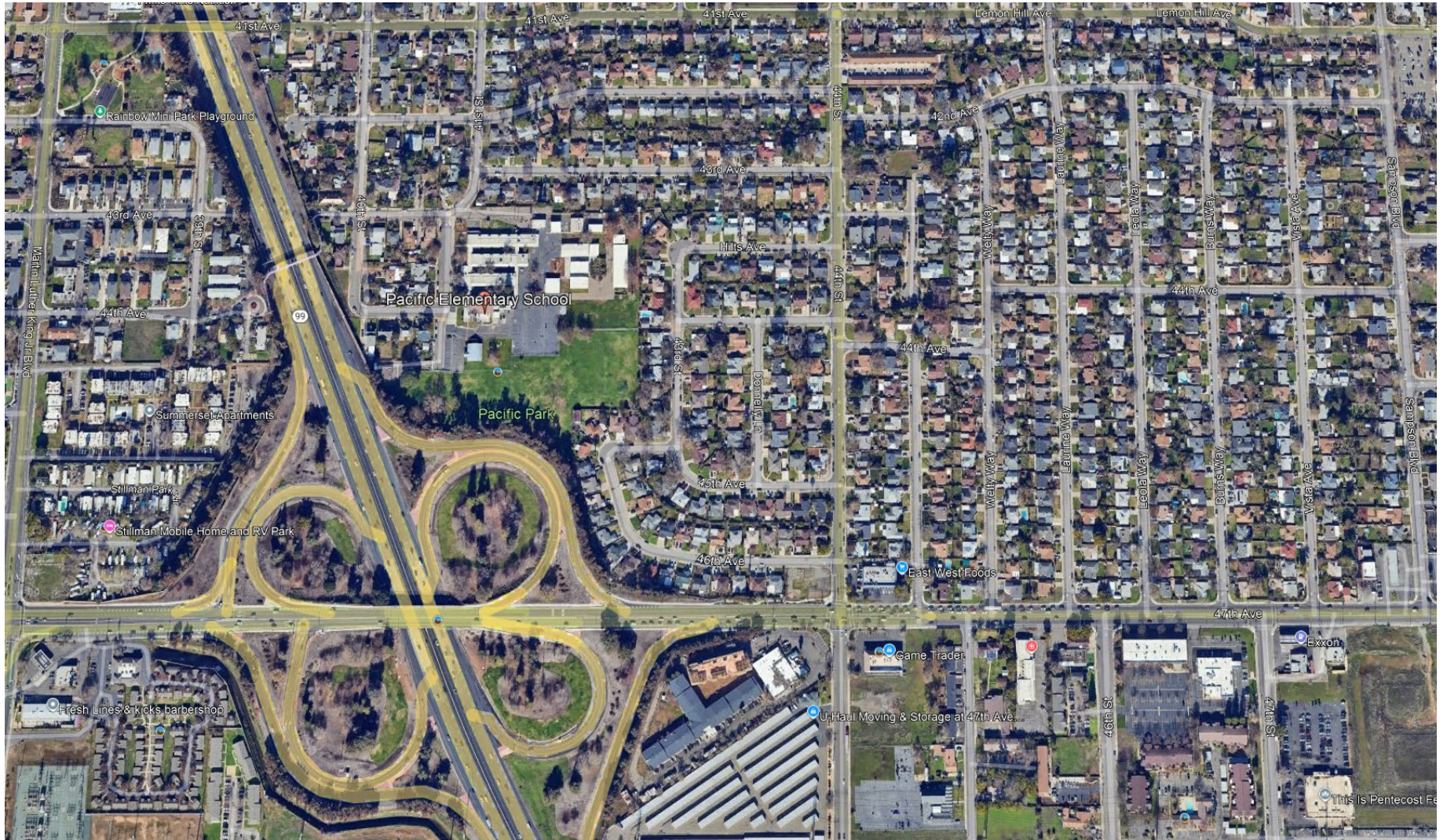
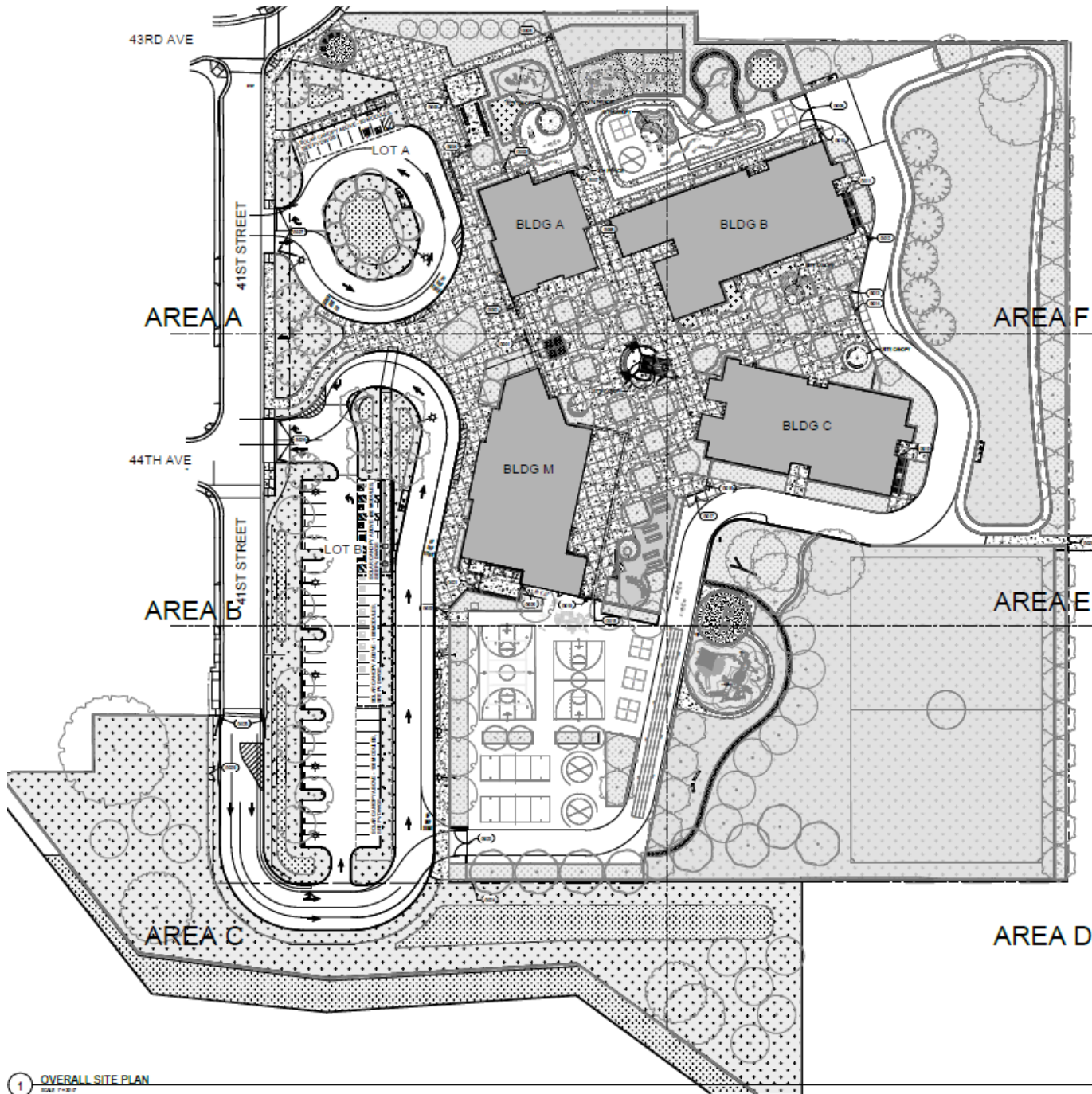


FIGURE 1: Location of Pacific Elementary School

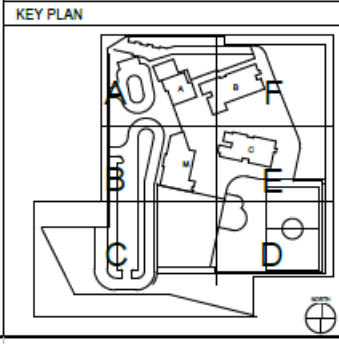


FIGURE 2: Pacific Elementary School Campus Layout



1. SEE CIVIL DRAWINGS FOR ASPHALTIC AND PORTLAND CEMENT CONCRETE PAVING TYPES AND SECTIONS.
2. SEE CIVIL DRAWINGS FOR LOCATION OF ALL UNDERGROUND UTILITIES.
3. SEE LANDSCAPE PLANS FOR ALL PLANTED MATERIAL, SPECIES, QUANTITIES, LOCATIONS, AND IRRIGATION SYSTEMS.
4. SEE SHEET 04-01 FOR ACCESSIBLE PATH OF TRAVEL.
5. SEE CIVIL DRAWINGS FOR VERTICAL CONTROL PLANS FOR DRIVEWAYS NOT OTHERWISE SHOWN ON THIS DRAWING.
6. PROVIDE 1" CONCRETE SLOTTED STRIP BETWEEN ALL LANDSCAPE AREAS AND BUILDINGS.
7. SEE PLUMBING SHEETS FOR DETAILS OF ROOF DRAINAGE CONNECTION POINTS TO STORM DRAINAGE SYSTEM, WATER AND SEWER. (SEE SHEETS ON CIVIL DRAWINGS)
8. SEE ELECTRICAL DRAWINGS FOR LOCATION AND TYPES OF HAZARDOUS POWER AND SIGNAL PULL BOXES AND LIGHT FIXTURES.
9. CONTROL JOINTS SHALL BE LOCATED AT THE OUTSIDE CORNERS OF THE BUILDINGS.
10. SEE CIVIL DRAWINGS FOR TYPICAL PAVEMENT SECTIONS, FINISHES, ETC. (SEE CIVIL)
11. SEE LANDSCAPE DRAWINGS FOR MARBLE/LAMINATE SITE FINISHES (NOT LIMITED TO, BUT INCLUDING CONCRETE PLATFORMS, SURFACING MATERIALS AND TREE GRATES).
12. SEE CIVIL DRAWINGS FOR ALL ADA COMPLIANCE: SLOPES, DROP OFF AREAS, PARKING LOT #1 FINISH AND BENCHES, AND CURB BARRIERS.
13. LOCATE TON AWAY SIGNAGE AT EACH PARKING ENTRANCE. SEE CIVIL DRAWINGS.
14. SEE LANDSCAPE DAVIS FOR ALL HARDSCAPE AND PLAYGROUND DETAILS.
15. FINISH CALLOUTS ARE FROM END TO END, UNLESS NOTED.

LEGEND	
	PROPERTY LINE AND LIMITS OF ARCHITECTURAL SCOPE OF WORK
	BUILDINGS UNDER THE SCOPE OF THIS PROJECT
	CONCRETE PLATFORM, SEE CIVIL DAVIS
	CONCRETE WITH EXPOSED AGGREGATE, SEE LANDSCAPE DAVIS
	RESURFACED PLAY SURFACE, SEE LANDSCAPE DAVIS
	RESILIENT SURFACE, SEE LANDSCAPE DAVIS
	ASPHALT PAVING, SEE LANDSCAPE DAVIS
	MULCH/LANDSCAPE AREA, SEE LANDSCAPE DAVIS
	ARTIFICIAL TURF, SEE LANDSCAPE DAVIS
	BLACK UNITS COATED DRIVE LANE FINISHED @ 4" HIGH, UNLESS NOTED
	DISCRETELY SET, FINISHED @ 4" HIGH, UNLESS NOTED
	SPECIALTY SET, FINISHED @ 4" HIGH, UNLESS NOTED
	SITE WATER - FOR DATE SCHEDULED SEE
	POLY LIGHT - SEE ELECTRICAL - 11/2016



1 OVERALL SITE PLAN
DATE: 7-1-2017

FIGURE 3: Pacific Elementary School Proposed Site Plan

**Attachment 1:
CEQA CHECKLIST**

I. AESTHETICS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Have a substantial adverse effect on a scenic vista?				X
b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?				X
c) Substantially degrade the existing visual character or quality of the site and its surroundings?				X
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?				X

ENVIRONMENTAL SETTING

The proposed project is located in the Lemon Hill neighborhood of the Fruitridge Pocket an unincorporated area in the County of Sacramento. This area is named the Fruitridge pocket because it is an area of unincorporated land surrounded on north, east and west by lands within the City of Sacramento. The surrounding properties are largely developed as residential with the exception of mixed-use commercial uses on 47th Street located to the south of the project site. The site is of level terrain and due to development and mature tree canopy, there are no significant views on the site with the exception of Pacific Park, a small park run by the Southgate Park and Recreation District which offers views of mature trees and grass. The parks is located immediately south of the school site.

STANDARDS OF SIGNIFICANCE

For purposes of this Initial Study, aesthetics impacts may be considered significant if the proposed project would result in one or more of the following:

Glare. Glare is considered to be significant if it would be cast in such a way as to cause public hazard or annoyance for a sustained period of time.

Light. Light is considered significant if it cast onto oncoming traffic or residential uses.

ASSESSMENT AND FINDINGS

I a) Views, Vistas and Visual Resources

Significant scenic resources in the Sacramento Area include the major rivers and parkways such as the American River Parkway and unimproved creek corridors, parks and significant view corridors of the State Capitol as governed by the adopted Capitol View Ordinance. An impact to a visual resource would result if the project obscured a significant public view or vista or introduced incompatible uses which would degrade the scenic quality of the visual resource. The proposed project will not block any views of the Sacramento or American River corridors. None of these rivers are visible from the site. The State Capitol is located more than 5 miles to the north and is not visible from the site. The project would replace school structures on the site and would not result in the obstruction of views, vistas and visual resources. No significant impact.

I b) Visual Character

The proposed project will replace older school buildings (mostly portables) which are in poor condition with new school buildings. These improvements are not anticipated to significantly alter the visual character of the site. Overall, the project is expected to improve the visual character of the site. No impact.

I c) Scenic Resources

All designated Scenic Highways in Sacramento County are located outside of the Sacramento City School District Boundaries and are remote from the proposed site. Scenic Highways in Sacramento County include Garden Highway, the southern portion of Route 160 River Road located generally to the south of the Town of Freeport, and Isleton Road. There are no unusual rock outcroppings on or near the school site. Therefore, no impacts on scenic resources are anticipated.

I d) Light and Glare

The proposed project is not expected to increase light and glare. The project will include state-of-the-art window glazing which is designed to reduce glare. The current campus does include some lighting. Lighting will be replaced on the site and the most visible lighting would be along 41st Street where the parking lot and “drop off” loop will be located. Lighting for this area will be shielded to prevent spillover light into adjacent residences. However, the intensity of the lighting is not expected to be a significant change given the existing school and street lights that also illuminate the area. No significant impact.

CONCLUSION

The action would not significantly impact visual quality or scenic resources.

II. AGRICULTURAL AND FORESTRY RESOURCES	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
Would the project:				
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?				X
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?				X
c) Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g))?				X
d) Result in the loss of forest land or conversion of forest land to non-forest use?				X
e) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use or conversion of forest land to non-forest use?				X

ENVIRONMENTAL SETTING

The California Farmland Mapping and Monitoring Program (CFMMP) of the California Resources Agency is used to identify, map and monitor important agricultural lands in the State. For purposes of CEQA, the California Department of Conservation Farmland Monitoring and Mapping Program (FMMP) is typically used to identify the agricultural value of the land. The categories used in FMMP are briefly described in Table 1. There are relatively few areas within developed areas of Sacramento County which are identified by CFMMP as areas of Prime, Unique or Important Farmlands by the FMMP.

TABLE 1: CALIFORNIA FARMLAND MONITORING AND MAPPING PROGRAM DESIGNATIONS

<p>P Prime Farmland: Land which has the best combination of physical and chemical characteristics for the production of crops. It has soil quality, growing season, and moisture supply needed to produce sustained high yields of crops when treated and managed, including water management, according to current farming methods. Prime farmlands must have been in production of irrigated crops at some time during the update cycles prior to the mapping date.</p>	<p>G Grazing Lands: This is land on which the existing vegetation, whether grown naturally or through management, is suitable for grazing or browsing of livestock. The minimum mapping unit is 40 acres.</p>
<p>S Farmland of Statewide Importance: Farmland of Statewide Importance is similar to Prime Farmland but with minor shortcomings, such as greater slopes or less ability to hold and store moisture. Lands of Statewide Importance must have been in production of irrigated crops at some time during the update cycles prior to the mapping date.</p>	<p>D Urban and Built-up Lands: This includes lands used for residential, industrial, commercial, construction, institutional, public administrative purposes, railroad yards, cemeteries, airports, golf courses, sanitary landfills, sewage treatment plants, water control structures and other development purposes. The building density for residential buildings must be at least 1 structure per 1.5 acres. Vacant non-agricultural land surrounded by all sides by urban development and which is less than 40 acres in size is considered urban and built-up land.</p>
<p>U Unique Farmland: This is land of lesser quality soils used for the production of specific high economic value crops (as listed in the California Department of Food and Agriculture <i>California Agriculture</i> publication) at some time during the update cycles prior to the mapping date. Examples of Unique Farmlands include oranges, olives, avocados, rice, grapes, and cut flowers.</p>	<p>X Other Land: This includes lands such as rural development which is less than 1 structure per 1.5 acres; brush, timberlands, wetlands and other lands not suitable for livestock grazing; vacant non-agricultural lands greater than 40 acres in size and surrounded on all sides by urban development, strip mines, borrow pits, large bodies of water over 40 acres, and other rural land uses.</p>
<p>L Farmland of Local Importance: These are farmlands of importance to the local agricultural economy as determined by each County's board of supervisors and local advisory committees</p>	

ASSESSMENT AND FINDINGS

II a) Prime Agricultural Lands

There are no lands designated as Prime Farmlands and Farmlands of Statewide Importance shown on the CFMMP map in the vicinity of site. The site is designated “Urban and Built-Up Lands” on the CFMMP map. As such, the proposed project is estimated to have no *impact* on Prime Farmlands and Farmlands of Statewide Importance.

II b) Agricultural Zoning and the Williamson Act

There are no Williamson Act contracts located in the vicinity of the school site (Figure 2, Williamson Act Contract of the County of Sacramento General Plan Agricultural Element, adopted as amended November 9, 2011). Additionally, the site is not designated by zoning or the County of Sacramento General as agriculture. Therefore, the project will have no impact related to conversion of lands designated under the Williamson Act or zoned for agriculture.

II c) Conflict with Farmland or Forestry Zoning

The site is not located on or adjacent to active farmlands or any lands designated for agriculture on the General Plan or by zoning. The proposed actions will not convert any existing cultivated farmlands to other uses. Therefore, the project has no impact and will not cause the conversion of farmlands.

II d) Result in Conversion of Forest Lands to Other Uses

The site is not located on or adjacent to forest land (as defined in Public Resources Code section 12220(g)), timberland (as defined by Public Resources Code section 4526), or timberland zoned Timberland Production (as defined by Government Code section 51104(g)). Therefore, the project will not result in the conversion of forest lands to other uses.

II e) Other Environmental Impacts to Agricultural Lands or Forestry Lands

The proposed project is not located in the vicinity of either farmlands or forestry lands and as such no other impacts to such lands are expected from the project.

CONCLUSION

The action would not impact agricultural resources or forestry lands.

III. AIR QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Conflict with or obstruct implementation of applicable air quality plan?				X
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?				X
c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?				X
d) Expose sensitive receptors to substantial pollutant concentrations?				X
e) Create objectionable odors affecting a substantial number of people?				X

ENVIRONMENTAL AND REGULATORY SETTING

The project is located in the Sacramento Valley Air Basin and falls in an area of the basin under the jurisdiction of the Sacramento Metro Air Quality Management District (SMAQMD). The Sacramento Valley Air Basin is bounded by the North Coast Ranges on the west and the Northern Sierra Nevada Mountains on the east. The intervening terrain is flat. Sacramento is often described as a bowl-shaped valley. The relationship between geography and air quality is described in the following section on meteorology. SMAQMD characterizes the climate of the Sacramento Valley as a Mediterranean climate, characterized by hot dry summers and mild rainy winters. During the year, the temperature may fluctuate from 20 to 115 degrees Fahrenheit and average annual rainfall is about 20 inches with snowfall being very rare. The mountains surrounding Sacramento Valley create a barrier to airflow, which can trap air pollutants in the valley under certain meteorological conditions.

The project site lies within the urbanized area of Sacramento in the Sacramento Valley Air Basin (SVAB), and is subject to federal, state and local air quality regulations. Both federal and state Ambient Air Quality Standards (AAQS) have been established for criteria air pollutants, with California AAQS (CAAQS) being more stringent than federal AAQS. While federal and state standards are set to protect public health, adverse health effects still result from air pollution. The SVAB is designated as nonattainment for federal and state ozone (O3) standards. The area remains non-attainment or unclassified for PM10 and PM2.5

under the State of California air quality standards. Thus, for Sacramento County, the criteria pollutants of greatest concern are ozone precursors which include reactive organic gases and nitrogen oxides and particulate matter. In summary, Sacramento County does not attain the following state and federal ambient air quality standards (AAQS):

- 1-hour state ozone standard
- 8-hour federal and state ozone standards
- 24-hour federal particulate matter PM2.5 standard
- 24-hour and annual state particulate matter PM10 standards

STANDARDS OF SIGNIFICANCE

In accordance with the Sacramento Metropolitan Air Quality Management District’s CEQA (December 2009 as revised through to 2017), a project is considered to have a significant air quality impact if any of the following quantitative conditions occur:

- a. Ozone: The project will increase nitrogen oxide (NOx) levels above 85 pounds per day for short term construction effects and/or the project increases either ozone precursors, nitrogen oxides (NOx) or reactive organic gases (ROG) above 65 pounds per day for long-term effects (operation of the project).
- b. Particulate Matter (PM10): The project will increase 80 pounds per day despite employment of all the best management practices (SMAQMD Rule 403) during either construction period or operational phases.
- c. Particulate Matter (PM2.5): The project will increase 82 pounds per day despite employment of all best available management practices (SMAQMD Rule 403) during either construction period or operational phases.

The SMAQMD CEQA Guide includes operational screening tables to determine if a proposed project is anticipated to exceed any of the above thresholds. The proposed project will replace an existing school with new buildings however, the project will be roughly the same size and classroom capacity as the existing school.

Operational Air Quality Thresholds	Ozone	Particulate Matter	Greenhouse Gases
Elementary School			
Threshold Students	4350	9100	676
Threshold KSF	365	760	57
<i>Source: Sacramento Metropolitan Air Quality Management District CEQA Guide, Chapter 4 Appendix: Operational Screening Table</i>			

ASSESSMENT AND FINDINGS

III. a) and b) Air Quality Standards

Long Term Operational Emissions. The amount of operational emissions that result from a project such as a school is largely based on the number of new vehicle trips resulting. In this case, the proposed project does not increase vehicle trips in that no new students or staff result from the proposed project. The project will have the same enrollment as the current project additionally, the proposed project

reduces the original design capacity. The site will have less than 4,350 students and is less than the threshold for operating impacts related to ozone, and particulate matter. As such, the proposed project is expected to have a less-than-significant effect on operational air quality. To confirm this, the CALFEEMOD model was used to estimate the operational effects of a 65,950-sf elementary school. The model results show that the project is below threshold for Nox, ROG and particulates. No significant effect from operational emissions are anticipated. (CALEEMOD results in Appendix).

CALEEMOD Emissions Estimates for Pacific Elementary Modernization Project			
Criteria Pollutant	Threshold (lbs/day)	CalFEEMOD Results (lbs/day)	Over Threshold?
Construction Phase (Summer Values)			
Nitrogen Oxides (Nox)	85	48	No
Reactive Organic Gases (ROG)			N/A
Particulate Matter 10	80	12.8	No
Particulate Matter 2.5	82	7.27	No
Operational Phase (Average Daily Values)			
Nitrogen Oxides (Nox)	65	5.7	No
Reactive Organic Gases (ROG)	65	6.41	No
Particulate Matter 10	80	10.8	No
Particulate Matter 2.5	82	2.84	No

Short Term, Construction Period Emissions. Short term construction period impacts include the emissions related to construction workers accessing the site, emissions related to construction equipment and grading and emissions related to the application of architectural coatings. Screening criteria used by the SMAQMD to identify projects which may have less than significant construction period impacts include projects that are 35 acres or less in size generally will not exceed the District’s construction NOx threshold of significance and which generally do not include any of the following:

- Include buildings more than 4 stories tall;
- Include demolition activities;
- Include significant trenching activities;
- Have a construction schedule that is unusually compact, fast-paced, or involves more than 2 phases (i.e., grading, paving, building construction, and architectural coatings) occurring simultaneously;
- Involve cut-and-fill operations (moving earth with haul trucks and/or flattening or terracing hills); and
- Require import or export of soil materials that will require a considerable amount of haul truck activity.

The proposed project does include demolition of buildings and portables on site. As a result, the CALFEEMOD air quality model was used to estimate the project’s construction emissions. The CALFEEMOD model results which assumed demolition of all buildings and portables on campus and the construction including site preparation and architectural coatings for a 65,950 new building per the site plan, showed that the construction period emissions (unmitigated) would not exceed any of the daily maximum emissions thresholds. (CALEEMOD results in Appendix). The proposed project generally meets these screening criteria and is not expected to exceed any thresholds for construction period

emissions. Additionally, the project will be required to comply with Air District Rule 403, the District is which requires the following construction period dust control practices. Dust control is a standard specification in the District's construction plans and specifications.

III. c) Cumulative Air Quality Impacts

Chapter 8 of the SMAQMD CEQA Handbook states that the District's approach to thresholds of significance is relevant to whether a project's individual emissions would result in a cumulatively considerable adverse contribution to the SVAB's existing air quality conditions. If a project's emissions were less than these levels, the project would not be expected to result in a cumulatively considerable contribution to the significant cumulative impact. Since the proposed project does not exceed SMAQMD thresholds of significance it is not anticipated that any minor air quality impacts would be cumulatively considerable.

III. d) Exposure to Substantial Pollutant Concentrations

Because the proposed action does not exceed any of the threshold criteria established by SMAQMD, it is not anticipated that there would be a change in substantial pollutant concentrations.

III. e) Odors

The proposed project does not include any activities that would result in objectionable odors. As such, no odor impacts are anticipated.

CONCLUSION

The proposed action does not exceed any of the SMAQMD's thresholds for significance. No significant air quality impacts identified.

IV. BIOLOGICAL RESOURCES Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?				X
b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?				X
c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?				X
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?				X
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?				X
f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?				X

ENVIRONMENTAL SETTING

The project site is located in an urbanized area of Sacramento County to the immediate east of Highway 99. The site is within the Sacramento Valley bio-region of California, a low-lying area, subject to flooding from a variety of rivers that traverse the valley.

Vegetative Communities and Habitats. The project site is located in urbanized and developed areas of Sacramento which generally include ornamental or ruderal habitats. Ornamental landscaping consists of areas supporting introduced or non-native trees, shrubs, flowers, and turf grass. Ornamental landscaping occurs in green belts, parks, and horticultural plantings. Typical species include Sycamore, London Plane, European Hackberry, Ginkgo, sweetgum, gum trees, pepper trees, Canary Island date palm and Mexican fan palm. Despite their highly-manicured and intensively-maintained appearance, urban landscapes offer local wildlife populations a surprising variety of habitat types for exploiting food, nesting, and cover resources. Wildlife species observed throughout ornamental landscaped areas included, raccoon, black tailed hare, opossum, Anna's humming bird, northern flicker, dark-eyed junco, mallard, wood duck, great blue heron, Canada goose, American robin, and western scrub jay, red-tailed hawk and red-shouldered hawk.

The affected area of the school site is currently ornamental turf. Mature trees are present on the site which include a mixture of ornamental trees and valley oak trees. A tree inventory was conducted for the site by California Tree and Landscape Consulting, Inc. in October 2024. The inventory reviewed trees on site that might be affected by the construction project.

Sensitive Biological Resource Areas. The riparian corridor of the Sacramento River Parkway is the closest sensitive biological area. The Sacramento River is located more than 3.52 miles away from the proposed school site.

South Sacramento Habitat Conservation Plan (HCP). The County of Sacramento and participating cities, have an approved Habitat Conservation Plan (2018) which covers habitats and special status species in South Sacramento. The HCP designates the site as Urban Development indicating that the area is in an urbanized or urbanizing area.

THRESHOLDS OF SIGNIFICANCE

For the purpose of this environmental document, an impact would be significant if any of the following conditions or potential thereof result with implementation of the proposed project:

- Creation of a potential health hazard, or use, production or disposal of materials that would pose a hazard to plant or animal populations in the area affected;
- Substantial degradation of the quality of the environment, reduction of the habitat, reduction of population below self-sustaining levels of threatened or endangered species of plant or animal; or
- Affect other species of special concern to agencies or natural resource organizations (such as regulatory waters and wetlands).

For the purposes of this document, special-status has been defined to include those species, which are:

- Listed as endangered or threatened under the Federal Endangered Species Act (or formally proposed for, or candidates for, listing);
- Listed as endangered or threatened under the California Endangered Species Act (or proposed for listing);
- Designated as endangered or rare, pursuant to California Fish and Game Code (Section 1901);
- Designated as fully protected, pursuant to California Fish and Game Code (Section 3511, 4700, or 5050);
- Designated as species of concern by U.S. Fish and Wildlife Service (USFWS), or as species of special concern to CDFW; or
- Plants or animals that meet the definition of rare or endangered under CEQA.

ASSESSMENT AND FINDINGS

IV a) Special-Status Species

Special-status species are plants and animals that, because of their recognized rarity or vulnerability to various causes of habitat loss or population decline, are recognized in some fashion by federal, state, or other agencies as deserving special consideration. The South Sacramento Habitat Conservation Plan (HCP) identifies sensitive habitats that may support special status species. Additionally, the City of Sacramento General Plan Master Environmental Impact Report (MEIR, March 2009) and the County of Sacramento General Plan (2011) EIR provides a map of known sensitive habitat areas which support special status species. The proposed project site is located in a developed and urbanized area and is not directly adjacent to any identified areas which support sensitive species. Since there are no major modifications proposed as part of the project which would physically disrupt or harm known special status species or known habitat, the project is judged to have no impact.

IV b) Riparian Habitat or other Sensitive Natural Communities

The proposed site is located in developed and urbanized areas and is not within or adjacent to riparian woodlands or sensitive natural communities as identified in the City of Sacramento 2035 General Plan Master EIR, the County of Sacramento General Plan (2011) or the South Sacramento HCP. There are no riparian communities or sensitive habitats on or adjacent to the site. The nearest riparian habitat is located along the Sacramento River Parkway more than 3.5 miles from the site. As such, it is not anticipated that the project will directly or indirectly impact riparian habitat or other sensitive habitats. No impact.

IV c) Jurisdictional Waters and Wetlands

The proposed site is located in developed and urbanized areas and is not within or adjacent to wetland areas identified in the County of Sacramento 2035 General Plan Master EIR, the County of Sacramento General Plan (2011) or the South Sacramento HCP. The project will not have any direct or indirect effect on jurisdictional waters or wetlands.

IV. d) Native Resident or Migratory Fish or Nursery Sites

Fisheries are located in and along waterways. The proposed site is not located on or immediately adjacent to a waterway. The nearest waterway with resident or migratory fish or nursery sites is the

Sacramento River located approximately 3.5 miles west of the site. Because of the drainage patterns and both the State Highway 99 and the I-5 freeway lie between the river and the school there is very little chance of surface run-off or other discharges from the project directly or indirectly affect any nursery sites. The site is not adjacent to any local tributaries or streams. Impacts are less-than-significant.

IV. e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance.

The proposed project will cause the removal of trees on site in order to accommodate the revised school plan. The trees identified for by the Arborist Report which may be affected by the construction project include 4 Japanese zelkova; 5 valley oak trees; 1 Chinese Pistache and 1 Italian Stone Pine. Of these, all the Valley Oaks can be retained on site and will have construction period protection for their root system and drip line. Valley Oaks are protected by the County of Sacramento’s Tree Ordinance; however, the District’s permitting agency is the State Department of General Services, Division of the State Architect (DSA). While the District must comply with zoning in selecting school sites, and coordinate with the County in circumstances where County property (right of way, parks, or other County resources) are affected, the District is not required to comply with County ordinances since the school site is considered state property, permitted by the State. In addition to preserving the five (5) valley Oaks, one zelkova and the Chinese Pistache will be preserved and protected. Three zelkova and the Italian Stone Pine were determined to be in poor health and will be removed. The proposed landscape plan does include substantial re-planting on the site including planting 135 new trees.

Table: Pacific School Rebuild Tree Planting Palette				
Species	Size		Water Req.	Number
Acer Rubrum `Bowhall` (Bowhall Maple)	15 GAL.	40` H X 20` W	M	13
Acer Rubrum `Redpointe` (Redpointe Maple)	15 GAL.	30` H X 30` W	M	14
Chionanthus Retusus (Chinese Fringe Tree)	15 GAL.	15` H X 20` W	M	7
Nyssa Sylvatica / Sour Gum	15 GAL.	30` H X 20` W	M	2
Pistacia Chinensis 'Red Push' (Red Push Pistache)	15 GAL.	30` H X 30` W	L	22
Quercus Wislizeni (Interior Live Oak)	15 GAL.	30` H X 30` W	L	15
Ulmus Parvifolia 'Drake' (Drake Lacebark Elm)	15 GAL.	40` H X 50` W	M	7
Ulmus X 'Frontier' (Frontier Elm)	15 GAL.	30` H X 20` W	M	21
Zelkova Serrata `Village Green` (Sawleaf Zelkova)	15 GAL.	40` H X 30` H	L	33
Zelkova Serrata 'Schmidtlow' (Japanese Zelkova)	15 GAL.	25` H X 30` W	M	1
Total				135

IV f) Habitat Conservation Plans

The proposed project lies within the Urban Development area of the South Sacramento Habitat Conservation Plan. The proposed project site is a developed urban school site and there are no known occurrences of special status species covered by the HCP or special habitats on or near the site. The project will have a less-than-significant impact on HCPs or other conservation plans.

CONCLUSION

The proposed project is not expected to significantly impact special status species or sensitive habitats.

V. CULTURAL RESOURCES	Potentially Significant Impact	Less-than-Significant with	Less-than-Significant Impact	No Impact
Would the project:				
a) Cause a substantial adverse change in the significance of a historical resource as defined in §15064.5?				X
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to §15064.5?				X
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?				X
d) Disturb any human remains, including those interred outside of formal cemeteries?				X

ENVIRONMENTAL SETTING

The first settlements in the Sacramento Valley likely occurred during the late Pleistocene and early Holocene (14,000 to 8,000 B.P.) period. Sacramento’s location within a great valley and at the confluence of two rivers, the Sacramento River and the American River, shaped its early and modern settlements. It is highly likely that Paleo-Indian populations occupied the area with villages located near watercourses. However, the archaeological record of such use is sparse, probably due to recurring natural flood events.

Prehistoric and Historic Archaeology Sensitivity Areas

The types of archaeological resources discovered in the Sacramento area include village sites, smaller occupation or special use sites, and lithic scatters which are generally focused on higher spots along the rivers, creeks and sloughs that provided water and sources of food. The County of Sacramento General Plan Update Final Environmental Impact Report (FEIR) provides a map of potentially sensitive areas for cultural resources. Figure 12 of Chapter 15 of the FEIR shows that the site and surrounding area is not considered to be sensitive for archeological or cultural resources.

Recent History

Pacific Middle School is located in the unincorporated South Sacramento area of the Fruitridge Pocket area. The surrounding land use is predominantly single-family homes built in the 1950’s through 1970’s. The school was built in 1951 and originally consisted of three buildings including a Multipurpose Building with cafeteria and kitchen, and two classroom buildings with approximately 14 classrooms and the school office. As growth in the south area advanced, more and more portables were added to the site such that today more than half of the school classrooms are older portables some of which are 30 to 40

years old. The school was originally designed by a local architectural firm, Cordoba Gervin Schweitzer and was constructed in 1951. David Cordoba passed away in 2002. His firm is credited with designing over 700 schools in Northern California, including several similar looking schools within the District. The Pacific Elementary School is not listed on any register of historic sites and is not part of an historic district or in an area considered to be eligible for designation as an historic district. The school has a utilitarian design and there are no outstanding architectural features that would characterize the buildings as fine examples of mid-century modern architecture.

Historic Resources and Landmarks

The site is not listed on the Federal or State Register or any local register. Nor is the site in a historic district. The buildings on site are predominantly portable buildings and the stick construction buildings were constructed in the 1950's and are not known to be of any special architectural or cultural significance.

Tribal Consultations

AB 52 Tribal Consultation does not apply to projects that are exempt from CEQA and only applies to projects for which a Notice of Preparation, Notice of Mitigated Negative Declaration, or Notice of Negative Declaration is filed.

STANDARDS OF SIGNIFICANCE

The California Environmental Quality Act (CEQA) Guidelines Appendix G identifies examples of a significant effect on historic or cultural resources and states that a project will normally have a significant effect if it will:

- Cause a substantial adverse change in the significance of a historical resource as defined in Section 15064.5.
- Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5.
- Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature.
- Disturb any human remains, including those interred outside of formal cemeteries.

Section 15064.5 defines a significant adverse effect to include any activity which would: (1) Create a substantially adverse change in the significance of an historical resource including physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired; and/or (2) alter or materially impair the significance of a historical resource.

ASSESSMENT AND FINDINGS

V a) Historic Resources. The existing building is not on any list or register of historic properties and is not in or near any historic districts. The project will not affect any designated or eligible historic structures.

V b) Archeological Resources. The proposed project is not located in an area of archeological and cultural resource sensitivity according to the Final Environmental Impact Report (FEIR) for the County of Sacramento General Plan Update. The site has been in continuous use as an elementary school since the 1950's. The proposed project will not require extensive excavation of soil which would unearth buried artifacts. The Districts standard constructions specifications include a "stop work" requirement is any buried artifacts are discovered. No significant impact identified.

V c) Geological or Paleontological Resources. There are no known geological or paleontological resources in the vicinity of the affected school site. No anticipated impact.

V d) Human Remains. The school site is not located in an area with known or suspected burial sites.

CONCLUSION

The project will not significantly affect historic or cultural resources.

VI. GEOLOGY AND SOILS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:				
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist- Priolo Earthquake Fault Zone Map issued by the state Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology				X
ii) Strong seismic ground shaking?				X
iii) Seismic-related ground failure, including liquefaction?				X
iv) Landslides?				X
b) Result in substantial soil erosion or the loss of topsoil?				X
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?				X
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?				X
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste				X

ENVIRONMENTAL SETTING

Geology and Topography

The subject area is located in the urbanized area of Sacramento in the Great Valley of California. The Great Valley is a flat alluvial plain approximately 50 miles wide and 400 miles long in the central portion of California. Its northern part is the Sacramento Valley drained by the Sacramento River, and its

southern part is the San Joaquin Valley drained by the San Joaquin River. It is surrounded by the Sierra Nevada to the east, the Tehachapi Mountains to the south, Coastal Range to the west, and Cascade Range to the north. The school site is relatively flat and level with no significant topographic features.

Earthquake Faults and Seismicity.

There are no known active faults within the Greater Sacramento Region. Faults located closest to the urbanized area of Sacramento are the Bear Mountain and New Melones faults to the east, and the Midland Fault to the west. The Bear Mountains fault is the westerly-most fault within the Foothills fault zone, which consists of numerous northwesterly trending faults along the western edge of the Sierra Nevada. The Foothills fault zone is generally bounded by the Bear Mountains and New Melones fault zones. The Sacramento region has experienced ground-shaking originating from faults in the Foothills fault zone. In addition, another possible fault lies northwest of Sacramento called the Dunnigan Hills fault.

STANDARDS OF SIGNIFICANCE

For the purposes of this Initial Study, an impact is considered significant if it allows a project to be built that will either introduce geological or seismic hazards by allowing the construction of the project on such a site without protection against those hazards.

ASSESSMENT AND FINDINGS

VI a) Seismic Risks

The site is not located on a fault area or Alquist-Priolo zone. Seismic risks to the affected school site would be similar to the seismic risks of ground shaking experienced by the general Sacramento area.

VI b) Soil Erosion VI c) and d) Unstable Soils or Geological Conditions and Expansive Soils

The subject site is level and is not known to have unstable or hazardous soil conditions. The Natural Resources Conservation Service (NRCS) provides maps and descriptions of soils throughout the United States. The subject site is underlain by the San Joaquin soils series. According to the NRCS, "The San Joaquin series consists of moderately well drained soils on low terraces. These soils are moderately deep over a duripan. They formed in alluvium derived from dominantly granitic rock sources. Slope ranges from 0 to 8 percent." The Soil Survey does not list any hazardous conditions like highly expansive related to this series. All buildings located on the affected school sites were developed under the State Building Code and any recent additions have been reviewed for code compliance and safety by the Department of State Architect (DSA). No unusual soils risks have been identified.

VI e) Septic Tank Risks

The site is served by the public sewers and therefore, there is no risk of septic tank failure.

CONCLUSION

No soil or unusual geologic hazards or impacts have been identified.

VII. GREENHOUSE GAS EMISSIONS Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?			X	
b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases?				X

ENVIRONMENTAL SETTING

Climate change is a global problem. Greenhouse Gases (GHGs) are global pollutants. Whereas other pollutants with localized air quality effects have relatively short atmospheric lifetimes (about 1 day), GHGs have long atmospheric lifetimes (1 year to several thousand years). GHGs persist in the atmosphere for long enough time periods to be dispersed around the globe. Similarly, impacts of GHGs are also borne globally. The quantity of GHGs that it takes to ultimately result in climate change is not precisely known; however, it is clear that the quantity is enormous, and no single project alone would measurably contribute to a noticeable incremental change in the global average temperature, or to global, local, or micro climate. Therefore, from the standpoint of CEQA, GHG impacts to global climate change are inherently cumulative.

Prominent GHGs of primary concern from land use development projects include carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O). Other GHGs such as hydrofluorocarbons, chlorofluorocarbons, and sulfur hexafluoride are of less concern because construction and operational activities associated with land use development projects are not likely to generate substantial quantities of these GHGs. These gases trap some amount of solar radiation and the earth's own radiation, preventing it from passing through earth's atmosphere and into space. GHG are vital to life on earth; without them, earth would be an icy planet. In excess, GHG gases cause climate change. To quantify GHG, a standard of "CO₂- equivalent" or CO₂e is used. Carbon dioxide equivalency (CO₂e) refers to the amount of mixed GGH's that would have the same global warming potential when measured over a specified timescale (generally, 100 years).

REGULATORY SETTING

The Sacramento Metropolitan Air Quality Management District's (SMAQMD) CEQA Guide to Air Quality Assessments provides an overview of the current regulatory environment related to GHG. These guidelines help support the recent state legislation designed to promote reduction of GHG emissions. Relevant regulations and policy actions include:

Executive Order S-3-05. In 2005, Governor Arnold Schwarzenegger signed Executive Order S-3-05 which established greenhouse gas (GHG) emission reduction targets for California, and directs CAL-EPA to coordinate the oversight of efforts to achieve them. The targets established by Governor Schwarzenegger call for a reduction of GHG emissions to 2000 levels by 2010; a reduction of GHG

emissions to 1990 levels by 2020; and a reduction of GHG emissions to 80% below 1990 levels by 2050.

Assembly Bill 32. In September 2006, Governor Arnold Schwarzenegger signed Assembly Bill (AB) 32, the California Global Warming Solutions Act of 2006. AB 32 establishes regulatory, reporting, and market mechanisms to achieve quantifiable reductions in GHG emissions and a cap on statewide GHG emissions. AB 32 requires that statewide GHG emissions be reduced to 1990 levels by 2020. AB 32 also includes guidance to institute emission reductions in an economically efficient manner and to ensure that businesses and consumers are not unfairly affected by the reductions. AB 32 demonstrates California's commitment to reducing the rate of GHG emissions and the state's associated contribution to climate change, without intent to limit population or economic growth.

Senate Bill 97. In 2007, Senate Bill (SB) 97 was enacted to amend the CEQA statute in order to establish that GHG emissions and their effects are a prominent environmental issue that requires analysis under CEQA. This bill directs the Office of Planning and Research (OPR) to prepare, develop, and transmit to the California Natural Resources Agency guidelines for the feasible mitigation of GHG emissions or the effects of GHG emissions. The Natural Resources Agency was required to certify or adopt those guidelines by January 1, 2010. On March 18, 2010, the amendments to the state CEQA Guidelines for addressing greenhouse gas emissions, as required by Senate Bill 97 (Chapter 185, 2007) were enacted in order to provide guidance to public agencies regarding the analysis and mitigation of the effects of greenhouse gas emissions in draft CEQA documents.

Senate Bill 375. In 2008, Senate Bill (SB) 375, was enacted which aligns regional transportation planning efforts, regional GHG reduction targets, and land use and housing allocation. SB 375 requires Metropolitan Planning Organizations (MPOs) to adopt a Sustainable Communities Strategy (SCS) or Alternative Planning Strategy (APS), which will prescribe land use allocation in that MPO's Regional Transportation Plan (RTP).

Executive Order S-13-08. In November 2008, Governor Arnold Schwarzenegger issued Executive Order S-13-08 to enhance the state's management of climate impacts from sea level rise, increased temperatures, shifting precipitation, and extreme weather events. The Executive Order directs the state agencies to request that the National Academy of Sciences convene an independent panel to complete the first California Sea Level Rise Assessment Report.

Executive Order B-30-15. On April 29, 2015, Governor Edmund Brown issued Executive Order B-30-15. Going beyond reductions required by AB 32, Executive Order B-30-15 requires that greenhouse gas emissions in California be reduced by 40 percent below 1990 levels by 2030, and 80 percent below 1990 levels by 2050.

THRESHOLDS OF SIGNIFICANCE

For this analysis, the SMAQMD's recommended thresholds are used which state:

- A significant impact would result if the proposed project would result in the emission of GHG gases (CO₂e) in excess of 1,100 metric tons per year for either the construction period or operational phase of the project.

ASSESSMENT AND FINDINGS

VII a) Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment? The CALEEMOD air quality model was used to estimate greenhouse gas emissions resulting from construction and operation of the project. (See CALEEMOD results in Appendix). Construction period GHG emissions are estimated at 124 metric tons/year of CO₂e which is below the threshold of 1,100 metric tons per year and as such fall below threshold and are not considered significant. The project will not have any net increase in operational GHG emissions since the replacement school actually has less design capacity than the current school thereby generating fewer vehicle miles traveled and less energy consumption. The project is expected to slightly reduce operational GHG emissions by including modern energy efficiency requirements, and solar panels which will reduce GHG from energy use compared to the existing older buildings and portables with less efficient materials and systems. Additionally, the project will not increase student enrollment which would result in an increase in GHG emissions from vehicles or buses over existing levels. As such, the project does not result in a net increase in GHG emissions during the operational phase. Impacts are less-than-significant.

VII b) Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases? The proposed project is not anticipated to conflict with any policy or regulation adopted for the purposes of GHG emission reduction. The project will replace older less energy interior lighting and central heating systems in the with modern energy efficient building methods and systems and will also include a solar array. Many of these improvements may serve to increase energy efficiency which will help reduce GHG emissions. No significant conflict with GHG reduction policies is anticipated.

CONCLUSION

The proposed project would not significantly contribute to cumulative greenhouse gas production or conflict with adopted Climate Action Policies.

VIII. HAZARDS AND HAZARDOUS MATERIALS (including Wild Fire Hazards) Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?				X
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?				X
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?				X
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?				X
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?				X
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?				X
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?				X

VIII. HAZARDS AND HAZARDOUS MATERIALS (including Wild Fire Hazards)	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
<p>Would the project:</p> <p>h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?</p>				X

REGULATORY SETTING

Hazardous materials storage, transportation, removal and clean-up are highly regulated fields. The federal and state governments have enacted laws that require property owners to pay for the clean-up of hazardous material contamination located on, or originating from their land. Because of potential clean up and health-related liabilities from the presence of hazardous material contamination, environmental assessments are routinely performed prior to land sale and development. Summarized below are some of the most significant federal, state and local regulations governing hazardous materials handling.

Federal Hazardous Materials Regulations

Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA). CERCLA, commonly referred to as Superfund, was enacted on December 11, 1980. The purpose of CERCLA was to provide authorities with the ability to respond to uncontrolled releases of hazardous substances from inactive hazardous waste sites that endanger public health and the environment. CERCLA established prohibitions and requirements concerning closed and abandoned hazardous waste sites, provided for liability of persons responsible for releases of hazardous waste at such sites, and established a trust fund to provide for cleanup when no responsible party could be identified. In addition, CERCLA provided for the revision and republishing of the National Contingency Plan (NCP) that provides the guidelines and procedures needed to respond to releases and threatened releases of hazardous substances, pollutants, or contaminants. The NCP also provides for the National Priorities List (NPL), a list of national priorities among releases or threatened releases throughout the United States for the purpose of taking remedial action.

Superfund Amendments and Reauthorization Act (SARA) amended CERCLA on October 17, 1986. This amendment increased the size of the Hazardous Response Trust Fund to \$8.5 billion, expanded EPA's response authority, strengthened enforcement activities at Superfund sites; and broadened the application of the law to include federal facilities. In addition, new provisions were added to the law that dealt with emergency planning and community right to know. SARA also required EPA to revise the Hazard Ranking System (HRS) to ensure that the HRS accurately assesses the relative degree of risk to human health and the environment posed by sites and facilities subject to review for listing on the NPL.

Resource Conservation and Recovery Act of 1976 (RCRA) as amended by the Solid Waste Disposal Act of 1980 (HSWA), the Hazardous Waste and Solid Waste Amendments of 1984. RCRA is the

nation's hazardous waste control law. It defines hazardous waste, provides for a cradle-to-grave tracking system and imposes stringent requirements on treatment, storage and disposal facilities. RCRA requires environmentally sound closure of hazardous waste management units at treatment, storage, and disposal facilities. The U.S. Environmental Protection Agency is the principal agency responsible for the administration of RCRA, SARA, and CERCLA.

State Hazardous Materials Regulations and Agencies

Hazardous Substance Account Act (1984), California Health and Safety Code Section 25300 et seq. (HSAA). This act, known as the California Superfund, has three purposes: 1) to respond to releases of hazardous substances; 2) to compensate for damages caused by such releases; and 3) to pay the state's 10% share in CERCLA cleanups. Contaminated sites that fail to score above a certain threshold level in the Environmental Protection Agency's (EPA's) ranking system may be placed on the State Superfund list of hazardous wastes requiring cleanup.

The Department of Toxic Substance Control (DTSC) within the California Environmental Protection Agency (Cal/EPA) has regulatory responsibility under 22 CCR for the administration of the state and federal Superfund programs for the management and cleanup of hazardous materials. The enforcement of regulations administered by DTSC has been delegated locally to Sacramento County Environmental Management Department (SCEMD).

The State Water Resources Control Board, acting through the Central Valley Regional Water Quality Control Board (CVRWQCB), regulates surface and groundwater quality pursuant to the Porter-Cologne Water Quality Act, the federal Clean Water Act, and the Underground Tank Law. Under these laws, CVRWQCB is authorized to supervise the cleanup of hazardous wastes sites referred to it by local agencies in those situations where water quality may be affected.

Depending on the nature of contamination, the lead agency responsible for the regulation of hazardous materials at the site can be the DTSC, CVRWQCB, or both. DTSC evaluates contaminated sites to ascertain risks to human health and the environment. Sites can be ranked by DTSC or referred for evaluation by the CVRWQCB. In general, contamination affecting soil and groundwater is handled by CVRWQCB and contamination of soils is handled by DTSC.

California Education Code, California Code of Regulations (CCR) Title 5, Section 14010(c) requires that the property line of the school site, even if it is a joint use area, shall be at least the following distances from the edge of power-line easements (unless an analysis is provided that incorporates buffering or shielding of the lines):

- 100 feet for a 50- to 133-kilovolt (kV) line
- 150 feet for a 220- to 230-kV line
- 350 feet for a 500- to 550-kV line

The primary concern is electromagnetic fields and their potential health effects on persons using the site.

STANDARDS OF SIGNIFICANCE

For the purposes of this document, an impact is considered significant if the proposed

project would:

- Expose people (e.g., residents, pedestrians, construction workers) to existing contaminated soil during construction activities;
- Expose people (e.g., residents, pedestrians, construction workers) to asbestos- containing materials; or
- Expose people (e.g., residents, pedestrians, construction workers) to existing contaminated groundwater during dewatering activities.
- Create substantial risk of a hazardous material spill during construction or operation of the project.
- If the project is located in or near state responsibility areas or lands classified as very high fire hazard severity zones by Cal Fire, would the project expose people or structures to elevated wildfire risk and/or require emergency access or special fire protection equipment and practices.

ASSESSMENT AND FINDINGS

VIII a) and b). Hazardous Material Risks and VII d) Hazardous Materials Sites. The proposed project is not expected to sponsor or house activities which involve the routine handling, transport, use, or disposal of hazardous materials or emit hazardous emissions. The school site and the surrounding area are not located on or near any recognized environmental sites listed on the State Department of Toxic Substances Control's Enviro-store Database of hazardous sites. During demolition, any removal of lead-based paints (LBP) or asbestos containing materials (ACM) will be done under the direction of the LBP and ACM report prepared for the site and reviewed by the State Department of Toxic Substances (DTSC). As such, the risk of exposure to hazardous materials is less than significant.

VIII c) Emissions near a School. The project does not involve any land use or practices which would cause hazardous materials or hazardous emissions on or near a school site. There are no identified stationary uses which emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of the school site.

VIII e) and f) Airport Safety. The site is located 1.30 miles east of the Sacramento Executive Airport. The school is not within the Executive Airport's Comprehensive Land Use Plan's "over-flight" zone.¹ No significant impacts related to air traffic risks or airport safeties are anticipated.

VIII g) Emergency Response. The proposed project would not physically interfere with an adopted emergency response plan or emergency evacuation plan.

VIII h) Wildlands Fire Risk. The risks of wildfire are minimal. The school site is located in a developed area and there are no open grasslands or hills in the vicinity of the school. The site is not located in or near Fire Hazard Severity Zones in State Responsibility Area as mapped by Cal Fire effective April 1, 2024.

VII i) Other Public Hazards. No other public hazards affecting the site or affected by the project are proven or known.

¹ Sacramento Executive Airport Comprehensive Land Use Plan SACOG-99-013 May 1998, Amended May 1999, Airport Land Use Commission for Sacramento, Sutter, Yolo and Yuba Counties.

CONCLUSION

The proposed action does not pose any new, unusual or significant public hazards.

IX. HYDROLOGY AND WATER QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Violate any water quality standards or waste discharge requirements?				X
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?				X
c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?				X
d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?				X
e) Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?				X
f) Substantially degrade water quality?				X

IX. HYDROLOGY AND WATER QUALITY Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?				X
h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?				X
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?				X
j) Inundation by seethe, tsunami, or mudflow?				X

ENVIRONMENTAL SETTING

Surface Water Resources

Major surface water resources in Sacramento include the Sacramento River, the American River and their tributaries. The Sacramento River Basin encompasses about 27,000 square miles and is bounded by the Sierra Nevada to the east, the Coast Ranges to the west, the Cascade Range and Trinity Mountains to the north, and the Delta to the southeast. The Sacramento River Basin is the largest river in California.

The American River watershed is situated on the western slope of the Sierra Nevada, extending from the spine of the Sierra Nevada westward to Sacramento. Elevations in the watershed range from above 10,000 feet in the high Sierra to 23 feet above mean sea level at the confluence of the American and Sacramento rivers. The river is regulated by dams, canals, pipelines, and penstocks for power generation, flood control, water supply, recreation, and fisheries and wildlife management. The Folsom Dam is located on the American River, owned and operated by the U.S. Bureau of Reclamation. Folsom Lake and its after bay, Lake Natomas, release water to the lower American River and to the Folsom South Canal. The operation of Folsom Dam directly affects most of the water utilities on the American River system.

Surface Water Quality

The Sacramento and American Rivers have been classified by the Central Valley Regional Water Quality Control Board (CVRWQCB) as having numerous beneficial uses, including providing municipal, agricultural, and recreational water supply. Other beneficial uses include freshwater

habitat, spawning grounds, wildlife habitat, navigation on the Sacramento River, and industrial uses on the American River. The reaches of the Sacramento and American Rivers that flow through the Sacramento urbanized area are considered impaired and listed on the EPA approved 2002 Section 303(d) list of impaired and threatened waters for California. The Sacramento Coordinated Water Quality Monitoring Program (CMP) was formed by the Sacramento Regional County Sanitation District (SRCSD), Sacramento County Water Resources Division, and the City of Sacramento in May of 1991. The CMP began a long-term Ambient Water Quality Monitoring Program for the Sacramento and American Rivers in 1992. Based on the latest available monitoring results, the period of December 1992 through June 2003, ambient water quality characteristics monitored by the Ambient Program showed that water quality consistently met applicable regulatory limits in both rivers. Based on current water quality reports, the American and Sacramento Rivers are both excellent supplies for drinking water. These rivers can be treated to meet all Title 22 drinking water standards using conventional and direct filtration processes, as well as newer membrane technologies. There are no persistent constituents in the raw waters that require additional treatment processes. However, there are sometimes seasonal treatment requirements for rice herbicides on the Sacramento River, which is addressed through chemical treatment. Turbidity is high when water is not clear or “muddy.”

Ground Water Resources

The aquifer system underlying the County is part of the larger Central Valley groundwater basin. The Sacramento, American, and Cosumnes Rivers are the main surface water tributaries that drain much of Sacramento and recharge the aquifer system.

Water Quality

The water quality of the American River is considered very good. The Sacramento River water is considered to be of good quality also, although higher sediment loads and extensive irrigated agriculture upstream of Sacramento tend to degrade the water quality. During the spring and fall, irrigation tailwaters are discharged into drainage canals that flow to the river. In the winter, runoff flows over these same areas. In both instances, flows are highly turbid and introduce large amounts of herbicides and pesticides into the drainage canals, particularly rice field herbicides in May and June. The aesthetic quality of the river is changed from relatively clear to turbid from irrigation discharges.

The Central Valley Regional Water Quality Control Board (RWQCB) has primary responsibility for protecting the quality of surface and ground water within the county. The RWQCB's efforts are generally focused on preventing either the introduction of new pollutants or an increase in the discharge of existing pollutants into bodies of water that fall under its jurisdiction. The proximity of the Sacramento and American rivers to the urbanized area of Sacramento and the existence of both a shallow water table and deep aquifer beneath the area keep the RWQCB interested in activities in the area.

STANDARDS OF SIGNIFICANCE

Water Quality. For purposes of this environmental document, an impact is considered significant if the proposed project would substantially degrade water quality and violate any water quality objectives set by the State Water Resources Control Board, due to increased sediments and other contaminants generated by consumption and/or operation activities.

Flooding. Substantially increase exposure of people and/or property to the risk of injury and damage in the event of a 100-year flood.

ASSESSMENT AND FINDINGS

IX-a Water Quality and Waste Water

The proposed project will not increase student population which would increase the demand for potable water or increase waste water.

IX -b. Ground Water Impacts

The proposed project will not involve the construction of new facilities which would require new sources of water (new water wells) or require septic tanks that could affect groundwater resources. Impacts are less than significant.

IX -c and d. Drainage and/or Waterway Alterations

The proposed project will not require any alteration of waterways or drainage patterns. The subject site is level and there are no waterways on or adjacent to the site. On site drainage will be retained in a bioswale at the south end of the site. No impact on drainage and waterways is anticipated.

IX - e and f. Run-off and Water Quality

Resurfacing of the hardscape and ADA improvements may result in some construction period run-off which is regulated through the National Pollution Discharge Elimination System (NPDES) permit. These require the use of best management practices (BMPs) to reduce erosion and run-off. BMPs and strategies are included in the regional Stormwater Partnership of which the County is a member. Stormwater will be retained on site in a bioswale located to the south of the proposed school buildings. The project also includes site grading to direct run-off to the drainage system and to retain sheet flow on site in a retention basin at the south end of the project. No significant impacts related to urban run-off and water quality are anticipated.

IX- g, h, and i. Flood Risks

The Sacramento area is a flood prone area. Major portions of the County of Sacramento is located within the 200-year flood plain. The Federal Emergency Management Agency (FEMA) categorizes the risk of flooding by mapping flood zones. The site is located in Zone X on the Flood Insurance Rate Map (FIRM), Map Number 06067C0190H, effective on 8/16/2012. This designation indicates that the school site is protected by levees or other flood control improvements. These zones are defined by FEMA as follows:

“Zones X and Shaded Zone X corresponds to areas of minimal flood hazard outside the 1-percent annual chance floodplain, 1-percent annual chance sheet flow flooding where average depths are less than 1 foot, 1-percent annual chance stream flooding where the contributing drainage area is less than 1 square mile, or areas protected from the 1-percent annual chance flood by levees. No Base Flood Elevations or depths are calculated within this zone. Flood insurance purchase is not required in these zones.”

The proposed project will change the flooding potential or increase the flood risks on the site.

Ix. j. Seismic Hazards and other Water Hazards

There are no known occurrences of inundation by seiche, tsunami, or mudflows on or in the vicinity of any of the affected school sites. No impact is anticipated.

CONCLUSION

No unusual or significant impacts related to water resources or flood hazards have been identified that would occur as a result of the project.

X. LAND USE AND PLANNING Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Physically divide an established community?				X
b) Conflict with any applicable land use plan, policy, regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?				X
c) Conflict with any applicable habitat conservation plan or natural community conservation plan?				X

ENVIRONMENTAL SETTING

The site is located in South Sacramento to the immediate east of Highway 99 and to the north of 47th Avenue. This section of Sacramento is often referred to as the Fruitridge Pocket because it is a pocket of unincorporated land surrounded on three sides by incorporated land within the City of Sacramento. The surrounding area includes single family homes to the north, east and west. The site and residential areas are zoned R-D-5 a low-density residential zone. The Sacramento County General Plan designates the site as Low Density Residential. To the south of the site is 47th Avenue, a commercial and mixed-use corridor.

ASSESSMENT AND FINDINGS

X a) Physically divide an established community?

The proposed project will not physically divide an established community in that no new roads, facilities or barriers are included in the project that physically divide an existing neighborhood. No significant impact.

X b) Conflict with any applicable land use plans, policies, regulations adopted for the purpose of avoiding or mitigating an environmental effect?

The proposed project would not conflict with the General Plan or Community Plans or the policies of those plans. The project (school uses) an allowed use within land use designation of the General Plan. No significant impact.

X c) Habitat Conservation Plans

The site is within the covered area of the South Sacramento Habitat Conservation Plan (HCP) and is designated Urban Development or an area where development exists and is expected to be approved. The site has been in continuous operation as a school for the last 70 years. The project will replace older dysfunctional buildings and portable classrooms with new school buildings on site. The project will not expand urban development into areas not already developed or disturbed. Additionally, there are no known occurrences of special status species or supporting habitat on the sites. The project is not anticipated to conflict with the policies of the HCPs.

CONCLUSION

The proposed action does not pose any significant land use impacts or change the use of the subject site in a manner which would be incompatible with the adopted General Plan or zoning for the site and surrounding area.

XI. MINERAL RESOURCES Would the project:	Potentially Significant Impact	Less-than-Significant with	Less-than-Significant Impact	No Impact
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of				X
b) Result in the loss of availability of a locally- important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?				X

ENVIRONMENTAL SETTING

The Sacramento area has historically supported sand and gravel mining to support the construction trade. In upstream areas along the American River, gold mining occurs although no gold mines are currently located in urbanized areas of the County. The California Department of Conservation, Division of Mines provides maps of potential mineral resources. The site lies in an area designated as MRZ-3 which is defined as an areas containing mineral deposits, the significance of which cannot be evaluated from available data.

ASSESSMENT AND FINDINGS

XI. a and b Mineral Resources

As noted above, the site is located in an area that may potentially have mineral deposits but the significance of any deposits cannot be evaluated from available data. There is no history of discovered deposits or mining on or adjacent to the site. As such, it is not expected that the project would adversely impact any mineral resources or the recovery of mineral resources.

CONCLUSION

The proposed action would not result in loss of the availability of existing mineral resources. No significant impact.

XII. NOISE Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Exposure of persons to or generation of noise levels in excess of standards established in the local General Plan, Community Plan or noise ordinance, or applicable				X
b) Exposure of persons to generation of excessive ground-borne vibration or ground-borne noise levels?				X
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?				X
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?				X
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project people be residing or working in the				X
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?				X

ENVIRONMENTAL SETTING

Noise Environment. Noise is defined as unwanted sound. Sound levels are usually measured and expressed in decibels (dB) with 0 dB being the threshold of hearing. Typical examples of decibel levels would be low decibel level of 50 dB for light traffic to a high decibel level of 120 dB for a jet takeoff at 200 feet. Noise levels which exceed 140 dB may cause pain to the person experiencing them. There are various methods for assessing noise levels. CNEL refers to Community Noise Equivalent Level which is defined as the 24-hour average noise level with noise occurring during evening hours (7 to 10 p.m.) weighted by a factor of three and nighttime hours weighted by a factor of 10 prior to averaging. Ldn is similar to CNEL however, the weighted measure of noise includes a 10dB penalty added to noise occurring between 10 p.m. and 7 a.m., when people are generally more sensitive to noise. Schools and residential uses are generally considered sensitive receptors of noise.

The *State of California General Plan Guidelines*, published by the Governor’s Office of Planning and Research (2003), provides guidance for the acceptability of projects within specific CNEL or Ldn contours. Generally, residential uses are considered to be acceptable in areas where exterior noise levels do not exceed 60 CNEL or Ldn. Schools are normally acceptable in areas up to 70 dBA CNEL and normally unacceptable in areas exceeding 70 CNEL. The County Noise Element recommends that schools should not have exterior areas which are exposed to more than 65 Ldn or interior noise levels in excess of 40 Ldn from transportation related noises.

Sacramento County Noise Ordinance. Sacramento County, California has a noise ordinance that limits noise levels in residential areas of unincorporated Sacramento County to:

- 7 AM–10 PM: 55 decibels (dBA)
- 10 PM–7 AM: 50 dBA

However, there are some exceptions and exemptions to these limits:

- School bands, athletic events, and school entertainment events are exempt.
- Activities in parks and public playgrounds owned and operated by a public entity are exempt.
- Noise from the construction, demolition, alteration, or repair of a building or structure is exempt between 7 AM–6 PM Monday through Saturday and 9 AM–6 PM on Sunday.
- Internal combustion engines are not exempt if they do not have suitable exhaust and intake silencers.

Vibration. Vibration is like noise in that vibration involves a source, a transmission path, and a receiver. While vibration is related to noise, vibration differs in that noise is generally considered to be pressure waves transmitted through air, whereas vibration usually consists of the excitation of a structure or surface. As with noise, vibration consists of amplitude and frequency. A person’s perception of the vibration will depend on their individual sensitivity to vibration, as well as the amplitude and frequency of the source and the response of the system which is vibrating. Vibration can be measured in terms of acceleration, velocity, or displacement. Vibration magnitude is measured in vibration decibels (VdB) relative to a reference level of 1 micro-inch per second peak particle velocity (ppv), the human threshold of perception. The background vibration level in residential areas is usually 50 VdB or lower. Most perceptible indoor vibration is caused by sources within buildings such as operation of mechanical equipment, movement of people, or slamming of doors. Typical outdoor sources of perceptible ground-borne vibration are construction equipment, steel-wheeled trains, and traffic on rough roads. If the roadway is smooth, the vibration from traffic is rarely perceptible. The range of environmental interest is typically from 50 VdB to 90 VdB (or 0.12 inch per second PPV), the latter being the general threshold where structural damage can begin to occur in fragile buildings. Table 4 shows the effect of different construction equipment.

TABLE 4: VIBRATION LEVELS FOR VARIOUS CONSTRUCTION EQUIPMENT			
Type of Equipment	Peak Particle Velocity at 25 feet (inches/second)	Peak Particle Velocity at 50 feet (inches/second)	Peak Particle Velocity at 100 feet (inches/second)
Large Bulldozer	0.089	0.031	0.011
Loaded Trucks	0.076	0.027	0.010
Small Bulldozer	0.003	0.001	0.000

TABLE 4: VIBRATION LEVELS FOR VARIOUS CONSTRUCTION EQUIPMENT			
Type of Equipment	Peak Particle Velocity at 25 feet (inches/second)	Peak Particle Velocity at 50 feet (inches/second)	Peak Particle Velocity at 100 feet (inches/second)
Auger/drill Rigs	0.089	0.031	0.011
Jackhammer	0.035	0.012	0.004
Vibratory Hammer	0.070	0.025	0.009
Vibratory Compactor/roller	0.210 (Less than 0.20 at 26 feet)	0.074	0.026

Source: *Transit Noise and Vibration Impact Assessment Guidelines*. Federal Transit Administration. May 2006.

STANDARDS OF SIGNIFICANCE

Thresholds of significance are those established by the Title 24 standards and by the County of Sacramento General Plan Noise Policies and the Noise Ordinance. Noise and vibration impacts resulting from the implementation of the proposed project would be considered significant if they cause any of the following results:

- Exterior noise levels at the proposed project exceeding the upper value of the normally acceptable category for various land uses caused by noise level increases due to the project;
- Construction noise levels not in compliance with the County of Sacramento Noise Ordinance;
- Occupied existing and project residential and commercial areas are exposed to vibration peak particle velocities greater than 0.5 inches per second (in/sec) due to project construction;
- Project residential and commercial areas are exposed to vibration peak particle velocities greater than 0.5 in/sec due to highway traffic and rail operations; and
- Historic buildings and archaeological sites are exposed to peak particle velocities greater than 0.25 in/sec due to project construction, highway traffic, and rail operations.

ASSESSMENT AND FINDINGS

XII. a. Noise Exposure from Major Noise Sources

The proposed project is located near the Highway 99 corridor and 47th Avenue/99 Interchange which is a source of transportation noise. At the nearest point, the school property line is approximately 430 feet from the noise barrier at Highway 99. Between the highway and school site, are single family homes. Although the project site is subject to some level of transportation noise, the proposed project does not increase the students exposure to noise over existing conditions since 1) the school site maintains roughly the same footprint on the site and 2) newer construction methods will provide superior noise attenuation over the existing buildings and portables. Therefore, the proposed project does not result in students being exposed to new or more intense exterior noise exposure.

XII. b. Vibration

A significant effect would occur if occupied existing and project residential and commercial areas were exposed to vibration peak particle velocities greater than 0.5 inches per second (in/sec) due to project construction. Table 4 (above) shows the expected vibration levels from the use of different types of equipment at distances of 25 feet, 50 feet and 100 feet from the construction area. Housing adjacent to or near the school site is at least 50 feet from the perimeter of the construction area and vibration impacts are not expected to exceed 0.5 inches per second. The District's standard construction specifications include conditions to avoid use of vibratory equipment which would exceed 0.5 inches per second near neighboring buildings. No significant or unusual impacts are anticipated.

XII. c. and d. Noise Generation

Operational Noise. School sites do generate some noise. Periodic noise may be associated with students playing sports or enjoying recess or other activities such as band practice. The proposed project does not increase the student population and thus it is expected that noise from school activities will be similar to that which is currently experienced. The proposed project does not expand the student population, which would result in increased activities on the site that might generate additional noise. No new significant noise generation is expected as a result of the operation of the project.

Temporary Construction Period Noise. Sacramento County Code section 6.68.090(e) provides that noise sources associated with construction, repair, remodeling, demolition, paving or grading of any real property, are exempt from maximum noise level requirements, provided said activities do not take place between the hours of 8 p.m. and 6 a.m. on weekdays and Friday commencing at 8 p.m. through and including 7 a.m. on Saturday; Saturdays commencing at 8 p.m. through and including 7 a.m. on the next following Sunday and on each Sunday after the hour of 8 p.m. Provided, however, when an unforeseen or unavoidable condition occurs during a construction project and the nature of the project necessitates that work in process be continued until a specific phase is completed, the contractor or owner shall be allowed to continue work after 8 p.m. and to operate machinery and equipment necessary until completion of the specific work in progress can be brought to conclusion under conditions which will not jeopardize inspection acceptance or create undue financial hardships for the contractor or owner.

The noise ordinance exempts construction noise from its noise limitations as long as construction activities adhere to these hours of operation restrictions. The District's standard construction specifications include these limitations. No significant or unusual impacts are anticipated since the project will comply with the County Noise Ordinance.

XII. e and f. Exposure to Noise from Aircraft

The project site is not located near any Airport Noise Contours as defined in an Airport Land Use Plan and no public or private air strips are located within 2 miles of the site. Exposure to aircraft noise is less-than-significant.

CONCLUSION

No significant or unusual noise impacts anticipated.

XIII. POPULATION AND HOUSING Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?				X
b) Displace substantial numbers of existing housing necessitating the construction of replacement housing				X
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?				X

ENVIRONMENTAL SETTING

The project site is located in an urbanized and developed area of South Sacramento in the County of Sacramento. The area was developed post WW2 and the school site was initially constructed in 1951. Within the vicinity of the site there is relatively few opportunities for new growth and development with the exception of infill housing. The area is not considered a new growth area on either the City or County General Plans.

ASSESSMENT AND FINDINGS

XIII a) Extension of Services and Growth Inducement

The proposed project does not involve new housing or population growth which would require the extension of public services. The proposed project is designed to replace the older and dysfunctional classrooms and school buildings on site. The project does not increase population or increase student capacity on the site. No growth inducement impact would occur and no extension of public services is required for the project.

XIII b) and c) Displacement of Persons from Existing Housing and Replacement Housing

The project will not require the acquisition of existing housing or the displacement of persons from their housing or the construction of replacement housing. No housing displacement or replacement housing impacts would occur.

CONCLUSION

The proposed project will not result in growth inducement or the displacement of persons from existing housing. Therefore, no impacts would occur.

XIV. PUBLIC SERVICES	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
Would the project impact:				
a) Fire and Police Protection?				X
b) Schools?				X
c) Parks?				X
d) Other governmental services?				X

ENVIRONMENTAL SETTING

The proposed project is located on the Pacific Elementary School site, a developed school site, located within the urbanized portion of the County of Sacramento. As such, the site is currently served by existing public services and facilities. The proposed project is designed to make safety improvements to the school and the project will not expand the student capacity of the school or cause the need for new or increased public services.

Police and Fire Services. Police Services in the area of the school are provided by the Sacramento County Sheriff’s Department with back-up from the City of Sacramento Police Department. Fire Service is provided by the Pacific Fruitridge Fire District which contracts directly with the City of Sacramento Fire Department for fire services; including fire code information, fire permits, fire inspections, reports and emergency services.

Schools. The project is located in and sponsored by the Sacramento City Unified School District.

Parks. Parks in the area are administered by the Southgate Parks and Recreation District.

STANDARDS OF SIGNIFICANCE

For purposes of this environmental document, an impact is considered significant if the proposed project would result in a substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services.

ASSESSMENT AND FINDINGS

XIV. a) through c) Public Services and Facilities

A project would have a significant impact if it resulted in the new construction of facilities which require substantial new public services or created a substantial new permanent demand for new public services. The project site and existing surrounding population are currently adequately served by the County public services. Similarly, the project does not involve the construction of new

housing units or employment-generating facilities which would require new public facilities or increase demand for new parks or schools.

CONCLUSION

Impacts on public services are determined to be less-than-significant.

XV. RECREATION Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Increase the demand for neighborhood or regional parks or other recreational facilities?				X
b) Affect existing recreational opportunities?				X

ENVIRONMENTAL SETTING

The site is located within the boundaries of Southgate Park and Recreation District. The District encompasses a 52-square mile area of unincorporated South Sacramento County. In this area, the District currently maintains 47 parks, 6 community centers, 2 aquatic facilities and numerous landscape corridors and nature preserves. The District's primary goal and its public charge is to provide recreation and park services to the 120,000 residents it serves. Southgate Parks and Recreation District operates Pacific Park, a small open space area at the south end of the school site which provides open space and additional field area for play by school children.

STANDARDS OF SIGNIFICANCE

For purposes of this Initial Study, impacts on recreational resources are considered significant if the proposed project would do either of the following:

- Cause or accelerate substantial physical deterioration of existing area parks or recreational facilities; or
- Create a need for construction or expansion of recreational facilities beyond what was anticipated in the General Plan.

ASSESSMENT AND FINDINGS

XV a) Recreational Demand

The proposed project will not significantly increase population or housing in the area and as such would not result in a substantial increase in demand for local recreation and park space.

XV b) Affect Existing Recreational Opportunities

The project does not increase student population, which would create new demand on recreational resources. Southgate Parks and Recreation District operates Pacific Park, a small open space area at the south end of the school site which provides open space and an additional field area for play by school children.

CONCLUSION The project will not have any unusual or significant impact on recreational resources.

XVI. TRANSPORTATION & TRAFFIC Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?				X
b) Conflict or be inconsistent with CEQA Guidelines § 15064.3, subdivision (b)?				X
c) Substantially increase hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?				X
d) Result in inadequate emergency access?				X

ENVIRONMENTAL SETTING

A Traffic Study was completed for the proposed project by Kimley-Horn entitled *SCUSD Pacific Elementary Traffic Evaluation(2024)*. The study was based on a project which included demolition of the existing Pacific Elementary school campus and replace the campus with structural sound new buildings which reflect current building codes, education specifications, and 21st century educational concepts. In addition, the project includes a new parking lot, sports fields, and modernized on-site buildings. The square footage of building space is projected to decrease by about 12,000 square feet; however, the number of students (capacity of 638)1 and employees is to remain the same. Access to the new parking lot would be via new driveways along 41st Street.

Regional access to the site is provided by 47th Avenue which has on and off-ramps to State Route 99 near the school. The Sacramento Regional Transit District (RT) provides public transit service within the project area. The traffic study reviewed the following intersections:

Intersections

- 41st Street and 44th Avenue/Parking Lot B Driveway
- 41st Street and 43rd Avenue/Staff Parking
- 41st Street and 43rd Avenue
- 41st Street and 42nd Avenue
- 43rd Street and 44th Avenue
- 41st Street and Parking Lot A Driveway

The traffic study concluded that the project would not adversely impact on the level of service, wait time or safety of any of the intersections studied. All intersections will continue to function as acceptable levels of service (LOS A and B).

STANDARDS OF SIGNIFICANCE

The standards of significance in this analysis are based upon the current practice and policies of the County of Sacramento, the jurisdiction in which the project is located. In accordance with The California Environmental Quality Act (CEQA), the effects of a project are evaluated to determine if they will result in a significant adverse impact on the environment. For the purposes of this analysis, an impact is considered significant if implementation of the project would have any of the effects described below.

Based on Appendix G of the State CEQA Guidelines, the proposed project would have a significant impact related to transportation if it would:

- Conflict with a program, plan, ordinance or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities;
- Conflict or be inconsistent with CEQA Guidelines Section 15064.3, subdivision (b);
- Substantially increase hazards due to a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment); or
- Result in inadequate emergency access.

ASSESSMENT AND FINDINGS

XVI. a). Impacts on Transportation Plans, Programs Policies. The proposed project would not result in new uses which would generate new traffic. For example, the project does not increase the student or staff population on the site or change the capacity of the school. Since no new uses or changes in operations at the site result from the project, no impacts on transportation and transit systems is expected.

XVI. b). Conflict with CEQA Section 150643 (b) which Concerns Vehicle Miles Traveled. CEQA Section 150643 (b) states that transportation projects that reduce, or have no impact on, vehicle miles traveled (VMT) should be presumed to cause a less than significant transportation impact. As noted above, the proposed project would not result in new uses or substantial increase in student population which would generate new traffic, increase the vehicle miles traveled, or change existing travel patterns. No impact.

XVI. c). Increased Hazards. The proposed project would not increase hazards but may reduce congestion by redesigning the parking area for safer and more efficient pick-up and drop-off. No impact.

XVI. e). Emergency Access. The project does not modify or block any emergency access routes, and the project does not increase student population which would increase the number of persons requiring emergency access. No impact.

CONCLUSION

The proposed project does not change or impact on any roadways, bikeways, pedestrian or transit facilities and the project does not increase demand for such facilities. No impact.

XVII. UTILITIES Would the project:	Potentially Significant Impact	Less-than-Significant with Mitigation	Less-than-Significant Impact	No Impact
a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?				X
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?				X
d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?				X
e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?				X
f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?				X
g) Comply with federal, state, and local statutes and regulations related to solid waste?				X

ENVIRONMENTAL SETTING

The proposed project is located in the Fruitridge Pocket of South Sacramento. This is a “pocket” of unincorporated land surrounded on three sides by the incorporated lands of the City of Sacramento. The project is located on an existing school site, in an existing developed neighborhood. As such, the site is currently served by existing public services and facilities. The project will not induce new growth (such as houses or new population) which might create demand for new utilities and services; rather the project is designed to serve the existing student population.

Water Service. Water service to the site is provided by the California American Water Service and is derived from both surface water resources (the American and Sacramento Rivers) and groundwater resources. Municipal water service is available and currently serving the project site. The site does not expand student capacity, which would increase water demand or the need for new water distribution facilities.

Waste Water Treatment. Wastewater collected at the site is served by a separate collection system and is treated by the Sacramento County Regional Sanitation District (SCRSD) at the regional treatment facility located in South Sacramento. The project does not increase student population on the site which would overburden sewer collection and treatment systems.

Storm Drainage. The County of Sacramento Utilities Department is responsible for stormwater management in this area. The County is active in the Sacramento Stormwater Quality Partnership (SSQP) designed to reduce and manage run-off throughout the area. The County also holds and complies with a National Pollutant Discharge Elimination System (NPDES) permit. The proposed project is designed to limit run-off into the public storm drainage system by retaining most run-off on site in a retention basin at the south end of the property.

Solid Waste Disposal. The District is responsible for solid waste disposal on school sites.

Utilities. Natural gas is supplied to the site by Pacific Gas and Electric (PG & E). Electrical service will be provided by Sacramento Municipal Utility District (SMUD).

STANDARDS OF SIGNIFICANCE

For purposes of this environmental document, an impact is considered significant if the proposed project would result in the need for new or altered services related to water, sewer, wastewater treatment or solid waste facilities. For example, a project which will require the extension of a new wastewater treatment facility or the construction of new or substantially altered sewer trunk lines may be considered an environmental impact particularly if the construction of such facilities results in other physical impacts.

ASSESSMENT AND FINDINGS

XVII. a) through g) Utilities

A project could have a significant impact if it results in the new construction of facilities which require substantial new public services or utilities or which would substantially alter existing services. This project does not involve the construction of new housing units or employment generating facilities which would require substantial new or expanded utilities such as expansion of existing water treatment facilities, new drainage facilities etc. The existing site is currently served by existing utilities including adequate water, wastewater and storm drainage services to the site. No new student population or classrooms are included in the project which would increase demand for services such as water and sewer services. Modifications to the existing restrooms would include replacement of worn or damaged parts such as toilet seats which would not increase energy or water use. Relative to solid waste, District requires the contractor to achieve an “end-of-project rates for

salvage/recycling of 50 percent by weight of total non-hazardous solid waste generated by the work and requires the contractor to practice efficient waste management in the use of materials in the course of the work; use all reasonable means to divert construction and demolition waste from landfills and incinerators and facilitate recycling and salvage of materials.” These requirements will ensure that the project does not produce mass waste that would require the expansion of landfills. Thus, the project is not expected to overburden existing water distribution, waste water or storm drainage collection and treatment systems or exceed the capacity of a landfill site.

CONCLUSION

Impacts on water service, solid waste, wastewater services and utility systems are considered less-than-significant.

XVIII. MANDATORY FINDINGS OF SIGNIFICANCE	Potentially Significant Impact	Less-than-Significant Impact with Mitigation	Less-than-Significant Impact	No Impact
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?				X
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects)?				X
c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?				X

XVIII a) Substantial effects to habitat, fish, wildlife, plant species or eliminate important examples of California History or Pre-history.

The Initial Study reviewed the potential impacts that the project could have on habitat, fish, wildlife, plants and historic and cultural resources and determined that there would be less-than-significant impacts to these resources. The proposed project is located on an existing school site in the Fruitridge Pocket area of the County of Sacramento. This is an existing urbanized area, which has been developed and urbanized since the late 1940's and 1950's. The site is designated "Urban Development" on the South Sacramento Habitat Conservation Plan acknowledging that the area is urbanized and not likely to support extensive habitat. There are no records of critical habitat or special status species on the site. There are no sensitive habitats, riparian environments, special plant species or recorded sitings of special status animal species on or adjacent to the site. The project will not affect any examples of California History or Pre-history.

XVIII b) Cumulative Effects

Cumulative effects refer to effects of the proposed project when combined with other related projects were considered in analyzing the traffic, air, noise, public service and other impacts of the project. The

Initial Study found that the proposed project would not result in any considerable contributions to cumulative impacts.

Cumulative impacts would occur if the proposed project substantially increase in population or housing and the resulting growth would result in impacts to public services, open space and other natural resources. The proposed project is designed to serve the existing student and community population and does not cause an increase in population, housing or growth which would adversely impact public services, open space or natural resources.

XVIII b) Substantial Adverse Effects on Human Beings, either directly or indirectly?

The proposed project site is not located on, or near, a hazardous materials site, a Special Flood Hazard Zone, or known fault zone or within an Airport Community Planning Area which would expose humans to substantial adverse effects. The proposed project would introduce an electronic sign of low intensity lighting which is typical of many school sites. Neighbors may be aware of additional light beyond the existing streetlights and porch lights but this is not expected to adversely affect a substantial number of human beings.

DETERMINATION

Based on the above findings, and based on the 2024 CEQA Statute and Guidelines, the proposed project qualifies as a Class 2 (Section 15304) exemption. This exemption covers the “replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced.” This project replaces an existing school and school facilities on the same site with the same purpose and capacity as the structure replaced. The project does not expand the student capacity on the site. Replacement of the school building is necessary because of the age and condition of the existing buildings and the costs of meeting health and safety codes to bring the structures up to date. Additionally, the majority of the buildings on site are older portable classrooms which have largely reached the end of their useful life. Based on these findings, the following Determination is made:

X	I find the Proposed Project would not have a significant effect on the environment and that the project qualifies for a CATEGORICAL EXEMPTION (Class 2) under Section 15403 of the CEQA Guidelines.
	I find that the Proposed Project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
	I find that although the Proposed Project could have a significant effect on the environment, there will not be a significant effect in this case because the project-specific mitigation measures described have been added to the project. A MITIGATED NEGATIVE DECLARATION will be prepared.
	I find that the Proposed Project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.

Trish Davey

February 27, 2025

Trish Davey,
Planning Dynamics Group

Air Quality Model Results

Pacific Elementary Rebuild Summary Report

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1. Basic Project Information

1.1. Basic Project Information

Data Field	Value
Project Name	Pacific Elementary Rebuild
Construction Start Date	5/31/2025
Operational Year	2026
Lead Agency	Sacramento City Unified School District
Land Use Scale	Project/site
Analysis Level for Defaults	County
Windspeed (m/s)	3.00
Precipitation (days)	36.6
Location	6201 41st St, Sacramento, CA 95824, USA
County	Sacramento
City	Unincorporated
Air District	Sacramento Metropolitan AQMD
Air Basin	Sacramento Valley
TAZ	734
EDFZ	13
Electric Utility	Sacramento Municipal Utility District
Gas Utility	Pacific Gas & Electric
App Version	2022.1.1.29

1.2. Land Use Types

Land Use Subtype	Size	Unit	Lot Acreage	Building Area (sq ft)	Landscape Area (sq ft)	Special Landscape Area (sq ft)	Population	Description
Elementary School	650	Student	10.0	54,342	175,000	175,000	—	—

1.3. User-Selected Emission Reduction Measures by Emissions Sector

Sector	#	Measure Title
Construction	C-11	Limit Vehicle Speeds on Unpaved Roads
Transportation	T-34*	Provide Bike Parking
Transportation	T-40*	Establish a School Bus Program
Energy	E-10-B	Establish Onsite Renewable Energy Systems: Solar Power
Water	W-5	Design Water-Efficient Landscapes
Area Sources	AS-1	Use Low-VOC Cleaning Supplies
Area Sources	AS-2	Use Low-VOC Paints

* Qualitative or supporting measure. Emission reductions not included in the mitigated emissions results.

2. Emissions Summary

2.1. Construction Emissions Compared Against Thresholds

Criteria Pollutants (lb/day for daily, ton/yr for annual) and GHGs (lb/day for daily, MT/yr for annual)

Un/Mit.	TOG	ROG	NOx	CO	SO2	PM10E	PM10D	PM10T	PM2.5E	PM2.5D	PM2.5T	BCO2	NBCO2	CO2T	CH4	N2O	R	CO2e
Daily, Summer (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	12.8	12.5	48.0	50.0	0.08	2.09	10.8	12.8	1.92	5.35	7.27	—	8,624	8,624	0.34	0.10	2.32	8,657
Mit.	12.8	12.5	48.0	50.0	0.08	2.09	10.8	12.8	1.92	5.35	7.27	—	8,624	8,624	0.34	0.10	2.32	8,657
% Reduced	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Average Daily (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	1.57	1.48	3.96	4.31	0.01	0.17	0.43	0.60	0.15	0.20	0.36	—	744	744	0.03	0.01	0.09	748
Mit.	1.57	1.48	3.96	4.31	0.01	0.17	0.43	0.60	0.15	0.20	0.36	—	744	744	0.03	0.01	0.09	748
% Reduced	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Annual (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	0.29	0.27	0.72	0.79	< 0.005	0.03	0.08	0.11	0.03	0.04	0.07	—	123	123	< 0.005	< 0.005	0.01	124
Mit.	0.29	0.27	0.72	0.79	< 0.005	0.03	0.08	0.11	0.03	0.04	0.07	—	123	123	< 0.005	< 0.005	0.01	124
% Reduced	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exceeds (Daily Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	85.0	—	—	80.0	—	—	80.0	—	—	—	—	—	—	—	—	—
Unmit.	—	—	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	Yes
Mit.	—	—	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	Yes
Exceeds (Average Daily)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	85.0	—	—	80.0	—	—	80.0	—	—	—	—	—	—	—	—	—
Unmit.	—	—	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	Yes
Mit.	—	—	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	Yes
Exceeds (Annual)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,102
Unmit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	No
Mit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	No

2.4. Operations Emissions Compared Against Thresholds

Criteria Pollutants (lb/day for daily, ton/yr for annual) and GHGs (lb/day for daily, MT/yr for annual)

Un/Mit.	TOG	ROG	NOx	CO	SO2	PM10E	PM10D	PM10T	PM2.5E	PM2.5D	PM2.5T	BCO2	NBCO2	CO2T	CH4	N2O	R	CO2e
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Daily, Summer (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	8.85	8.03	8.03	81.1	0.18	0.16	15.4	15.5	0.15	3.91	4.06	67.3	19,299	19,366	7.12	0.71	65.0	19,820
Mit.	8.76	7.95	8.03	81.1	0.18	0.16	15.4	15.5	0.15	3.91	4.06	67.3	19,299	19,366	7.12	0.71	65.0	19,820
% Reduced	1%	1%	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Daily, Winter (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	7.90	7.10	9.39	63.1	0.17	0.16	15.4	15.5	0.15	3.91	4.05	67.3	17,667	17,734	7.17	0.77	1.89	18,146
Mit.	7.81	7.01	9.39	63.1	0.17	0.16	15.4	15.5	0.15	3.91	4.05	67.3	17,667	17,734	7.17	0.77	1.89	18,146
% Reduced	1%	1%	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Average Daily (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	6.29	5.70	6.41	47.1	0.12	0.12	10.7	10.8	0.12	2.73	2.84	67.3	13,072	13,139	6.94	0.53	20.2	13,492
Mit.	6.20	5.61	6.41	47.1	0.12	0.12	10.7	10.8	0.12	2.73	2.84	67.3	13,072	13,139	6.94	0.53	20.2	13,492
% Reduced	1%	2%	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Annual (Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Unmit.	1.15	1.04	1.17	8.60	0.02	0.02	1.96	1.98	0.02	0.50	0.52	11.1	2,164	2,175	1.15	0.09	3.34	2,234
Mit.	1.13	1.02	1.17	8.60	0.02	0.02	1.96	1.98	0.02	0.50	0.52	11.1	2,164	2,175	1.15	0.09	3.34	2,234
% Reduced	1%	2%	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Exceeds (Daily Max)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	65.0	65.0	—	—	80.0	—	—	82.0	—	—	—	—	—	—	—	—	—
Unmit.	—	No	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	—
Mit.	—	No	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	—

Exceeds (Average Daily)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	65.0	65.0	—	—	80.0	—	—	82.0	—	—	—	—	—	—	—	—	—
Unmit.	—	No	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	—
Mit.	—	No	No	—	—	No	—	—	No	—	—	—	—	—	—	—	—	—
Exceeds (Annual)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Threshold	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1,101
Unmit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Yes
Mit.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	Yes

6. Climate Risk Detailed Report

6.2. Initial Climate Risk Scores

Climate Hazard	Exposure Score	Sensitivity Score	Adaptive Capacity Score	Vulnerability Score
Temperature and Extreme Heat	1	0	0	N/A
Extreme Precipitation	2	0	0	N/A
Sea Level Rise	N/A	N/A	N/A	N/A
Wildfire	1	0	0	N/A
Flooding	0	0	0	N/A
Drought	0	0	0	N/A
Snowpack Reduction	N/A	N/A	N/A	N/A
Air Quality Degradation	0	0	0	N/A

The sensitivity score reflects the extent to which a project would be adversely affected by exposure to a climate hazard. Exposure is rated on a scale of 1 to 5, with a score of 5 representing the greatest exposure.

The adaptive capacity of a project refers to its ability to manage and reduce vulnerabilities from projected climate hazards. Adaptive capacity is rated on a scale of 1 to 5, with a score of 5 representing the greatest ability to adapt.

The overall vulnerability scores are calculated based on the potential impacts and adaptive capacity assessments for each hazard. Scores do not include implementation of climate risk reduction measures.

6.3. Adjusted Climate Risk Scores

Climate Hazard	Exposure Score	Sensitivity Score	Adaptive Capacity Score	Vulnerability Score
Temperature and Extreme Heat	1	1	1	2
Extreme Precipitation	2	1	1	3
Sea Level Rise	N/A	N/A	N/A	N/A
Wildfire	1	1	1	2
Flooding	1	1	1	2
Drought	1	1	1	2
Snowpack Reduction	N/A	N/A	N/A	N/A
Air Quality Degradation	1	1	1	2

The sensitivity score reflects the extent to which a project would be adversely affected by exposure to a climate hazard. Exposure is rated on a scale of 1 to 5, with a score of 5 representing the greatest exposure.

The adaptive capacity of a project refers to its ability to manage and reduce vulnerabilities from projected climate hazards. Adaptive capacity is rated on a scale of 1 to 5, with a score of 5 representing the greatest ability to adapt.

The overall vulnerability scores are calculated based on the potential impacts and adaptive capacity assessments for each hazard. Scores include implementation of climate risk reduction measures.

7. Health and Equity Details

7.3. Overall Health & Equity Scores

Metric	Result for Project Census Tract
CalEnviroScreen 4.0 Score for Project Location (a)	87.0
Healthy Places Index Score for Project Location (b)	9.00
Project Located in a Designated Disadvantaged Community (Senate Bill 535)	Yes
Project Located in a Low-Income Community (Assembly Bill 1550)	Yes
Project Located in a Community Air Protection Program Community (Assembly Bill 617)	No

a: The maximum CalEnviroScreen score is 100. A high score (i.e., greater than 50) reflects a higher pollution burden compared to other census tracts in the state.

b: The maximum Health Places Index score is 100. A high score (i.e., greater than 50) reflects healthier community conditions compared to other census tracts in the state.

7.5. Evaluation Scorecard

Health & Equity Evaluation Scorecard not completed.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1o

Meeting Date: April 10, 2025

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): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Job Descriptions:

Revised Job Descriptions as of 4/10/2025:

- Executive Director, Office of Safe Schools
 - Specialist, Enrollment TK/Admission & Family Service
- Office of Safe Schools
Enrollment Center

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**

TITLE:	Executive Director, Office of Safe Schools	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 Months
DEPARTMENT:	Office of Safe Schools	SALARY:	Range 23 Salary Schedule A
REPORTS TO:	Deputy Superintendent	BOARD APPROVAL:	TBD, 07-27-98 10-19-98
		BOARD REVISION:	03-25-11
		HR APPROVAL:	03-27-25, 05-30-18
		CABINET REVISION:	03-26-2025

BASIC FUNCTION:

The Executive Director, Office of Safe Schools will plan, organize, control and direct a wide range of safety and security efforts to support the social, emotional and behavioral wellness of staff, students, families and school community; promote and protect the safety and security of all district school sites, applicable charter school sites, departments and surrounding community; work with community partners and stake holders, leverage the resources of local and national organizations, government agencies, and volunteers in providing school based safety and security; sustain the commitment of the districts resolution to “Re Imagine” schools safety and work toward interrupting the school to prison pipeline and work to address systemic response to safety related behaviors to prevent inequitable and disproportionate outcomes.

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.)

Serve as administrative leadership to the Office of Safe Schools Department which includes district Security Officers, Safe School Officers and Lead Campus Supervisors in a coordinated effort to address district wide safety and property security concerns. **E**

Engage and incorporate our school community to meet our districts resolution and commitment to achieve our full potential to “Re Imagine” School Safety. **E**

Participate in safety and emergency response training with state, federal, first responders and Homeland Security. **E**

Provide, coordinate and acquire safety and security related trainings and educational forums for district staff. **E**

Provide support to schools and community based organizations that assists students, families and community to optimize physical, mental and social safety in order to succeed in school and life. **E**

Communicate, coordinate and develop program partnerships with other administrators, district personnel, city and county governments, nonprofit organizations, parents, juvenile justice officials, the County Probation Department, and community members to coordinate activities and programs. **E**
Resolve issues and conflicts and exchange information. **E**

Model District's standards of ethics and professionalism. **E**

Direct Gang Violence Specialists (GVS); focus on collaboration with schools, public agencies and community partners to address issues of youth gangs and violence on campus and support prevention, intervention and suppression efforts. **E**

Coordinate with Law Enforcement Sex Crimes Units and Human Trafficking task forces to address prevention and issues of targeted youth crimes: collaborate with specialized units on training for students, staff, parents and community. **E**

Respond and collaborate with law enforcement agencies to address crimes, incidents involving student victims and staff that transpire on district property and at school related events. **E**

Work collaboratively with administrators and personnel of other district departments, outside organizations, law enforcement and government agencies in an effort to intervene, prevent and address regional threats and safety related behaviors. **E**

Represent the District at community meetings regarding safety concerns and collaborate with regional stakeholders. **E**

Present information at Board meetings as needed. **E**

Direct the preparation of this department's annual budget, analyze and review budgetary and financial information and authorize expenditures in accordance with established guidelines. **E**

Develop methods to actively seek, apply for, secure and manage grants related to the implementation of school safety and security: implement funded programs and assure compliance with grant objectives. **E**

Direct and prepare a variety of narrative and reports, records, correspondence and information related to services, activities and operations of district safety and security. **E**

Hire, supervise and evaluate the performance of assigned staff and hold accountable the performance and professionalism. Interview and select employees and recommend transfers, reassignments, termination and disciplinary actions. **E**

Remain current and consult with legal consultants to modify board policies and practices in compliance with the Education, Penal and Welfare & Institutions Codes and applicable legislation. **E**

Consult with Districts legal resources regarding potential liability, culpability and sensitive issues. **E**

Be current and updated on social trends and patterns that pose a risk to students, develop intervention strategies to support students, staff and district property. **E**

Direct and coordinate provisions of services and supports through collaborative agreements, contracts and Memoranda of Understanding. **E**

Oversee referral and support processes and protocols. **E**

Lead and serve as an executive team member and collaborate with district and community stakeholders on school safety / security initiatives. **E**

Direct and guide the efforts of our Lead Campus Monitors and maintain the fidelity of our strategy to reduce suspensions, close the student achievement gaps, and interrupt the school to prison pipeline and support students identified in tier III and tier IV with safety related behaviors. **E**

Collaborate and consult with various District departments about crimes, threats and to address safety related challenges and concerns. **E**

Oversee threat assessment process and follow up in compliance with best practices and protocols. **E**

Coordinate with District departments, school sites and partnering agencies on improving the Safe Routes to School Program and safe school climate and culture: provide evaluation and development of Board Policies related to safety, provide knowledge and expertise to manage policies, procedures and contract language to improve safety and security. **E**

Responsible for the management and maintenance of the Districts Emergency Management System, Rapid Responder; Engage all first responders in the use of the system (Sacramento Police, Sheriff, City Fire Dispatchers). Collaborate with these service providers to maintain system updates, the knowledge and capabilities of the system. **E**

Train, review and assure compliance with the California Education Codes requirements for the Comprehensive School Safety Plan for all schools. **E**

Provide in service training for district staff to include active shooter training, the application of newly acquired safety related technologies, social media threats and concerns, dealing with dangerous people, gangs, drugs, violence prevention and weapons identification awareness as necessary. **E**

Manage, oversee and mitigate crisis related to students and community conflict(s) by working with students and family's through mediation. **E**

Assure that the representative duties are administered with the protection and confidentiality of records and information about students, staff and parents. Use discretion with sharing any such information within legal confines. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: bachelor's degree; supplemented by advanced course work in social science or related field in social services and Safe Schools management; and at least 4 years of experience in law enforcement, or related field.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Comprehensive Safe Schools Plan.
- Policies, rules, and regulations concerning campus control, safety, and appropriate student behavior.
- Gang violence intervention and prevention.
- Safe Routes School Program.
- Crowd control procedures, and the detection and identification of dangerous drugs and chemicals.
- Interests, attitudes, and emotional development of adolescents.
- Record-keeping, data collection and report writing techniques.
- Behavior modification strategies and techniques.
- Budget preparation and control.
- Applicable laws, municipal and State codes, regulations, district policies, and procedures.
- District organization, operations, and objectives.
- Skills utilized to maintain positive relationships with students and adults.
- Health and safety regulations.
- 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.

ABILITY TO:

- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic and economic groups by working with all diverse communities.
- Coordinate the development, implementation and evaluation of the District's Comprehensive Safe Schools Plans that meets the requirements of the California Education Code.
- Plan, organize, control, direct and provide administrative leadership to the office of safe schools staff.
- Lead Campus Monitors, Safety Officers and Gang Violence Prevention and Intervention Program.
- Multitask and prioritize a number of diverse tasks.
- Provide knowledge and expertise to manage policies, procedures and contract language to improve safety and security.
- Develop coordinate and facilitate in service training for district staff.
- Conduct meetings and make effective presentations to school community, community partners and stakeholders.
- Make data informed decisions.
- Make decisions during stressful scenarios.
- Analyze situations accurately and provide guidance and an appropriate course of action.
- Team building.
- Trauma informed, resilient-focused and restorative practices.
- Budget preparation and control.
- Read interpret and apply applicable laws, codes, rules, regulations, policies and procedures.

- Effective principles and practices of management, supervision and training.
- Evaluation approaches, strategies and techniques.
- Operate a computer and navigate related software and applications.

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 to retrieve and store files; lift light objects.

SAMPLE HAZARDS:

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 II, Office of Safe Schools, Manager II, School Safety)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Specialist, Enrollment Transitional Kindergarten/Admission and Family Service	CLASSIFICATION:	Non-Represented Management, Classified
SERIES:	Specialist III	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 Months
DEPARTMENT:	Enrollment Center	SALARY:	Range 7 Salary Schedule A
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL:	3-6-2025
		HR APPROVAL:	3-27-2025
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Plan, organize, control, and coordinate a variety of Enrollment Center functions and activities, such as Transitional Kindergarten through 12th grade enrollment; oversee the Transitional Kindergarten application process, and special education support.

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.)

Review and verify applications and submitted documentation for enrollment eligibility according to appropriate guidelines; review all submitted documents to verify enrollment eligibility according to appropriate guidelines. **E**

Receive, maintain, and monitor enrollment applications, documents, and forms for accuracy, completeness, authenticity, and eligibility to various Transitional Kindergarten programs. **E**
Meet with families to ensure completion of all required documents for Transitional Kindergarten programs. **E**

Approve or deny applicants for program enrollment; prepare notices of approval or denial to provide reasonable, timely delivery of enrollment processes i.e. Transitional Kindergarten Open Enrollment and District Permits. **E**

Prepare and distribute enrollment paperwork for various Transitional Kindergarten programs; contact district personnel regarding new and discontinued student enrollments; initiate paperwork to terminate enrollment of children in the program at families' request. **E**

Assure continued enrollment of families by maintaining ongoing process enrollment data for Transitional Kindergarten programs. **E**

Record and track data enrollment reports for various Transitional Kindergarten programs. **E**

Compile, update, monitor, and maintain waiting lists; select prospective enrollees according to space availability. **E**

Prepare, maintain, and audit a variety of confidential enrollment records. **E**

Monitor and track immunization records to ensure they are up-to-date and in compliance. **E**

Communicate with families, school personnel, district personnel, and outside agencies to exchange information and resolve issues or concerns related to student. **E**

Maintain technical and specialized site operation records and files, and prioritize work to meet district, federal, and state guidelines and timelines; prepare informational materials. **E**

Compile information from a variety of sources, and prepare complex reports as required by district, county, state, or federal regulations; communicate with other agencies or departments to provide or obtain information. **E**

Compose correspondence independently or from oral instructions using a computer; prepare and edit letters, memorandums, flyers, posters, postcards, and forms; request, provide, or verify information; receive screen, and route mail. **E**

Transmit confidential or sensitive information as appropriate; provide technical information concerning policies and procedures of assigned program or office according to established guidelines. **E**

Prepare, format, type, proofread, audit, and duplicate records, reports, or related materials. **E**

Operate a computer and related software; generate reports, records, lists, and summaries from a computer database; operate a scanner; operate standard office equipment. **E**

Monitor and maintain enrollment processes according to established guidelines for transitional kindergarten. **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**

Provide excellent customer service by establishing positive relationships with district personnel, representatives from external organizations, and others; respond to phone calls, e-mails, letters, and other communications. **E**

Assist in the development and implantation of transitional kindergarten processes and procedures. **E**

Work with team members to assist with daily enrollment of applications. **E**

Collaboratively work with school sites, office personnel, and administrators regarding transitional kindergarten enrollment and assisting in meeting the needs of families. **E**

Provide formal and informal training and workshops for school sites, district personnel, other school districts, counties in California, and outside states, social work services, community -based organizations, law enforcement, and governmental agencies; serve as a referral agent to community -based organizations and government agencies as directed by assigned supervisor. **E**

Enroll new students or transfer existing students, completing all necessary forms and paperwork; ensure compliance with entry and/or eligibility requirements (immunization, proof of residence, verification of approval for entry, preschool program eligibility, etc.). **E**

Process placement of students due to enrollment exceeding contract capacity and notify Transportation Services as needed. **E**

Meet with parents and students to explain entry requirements; communicate with parents and others regarding enrollment and transfer policies, procedures, and options; provide information and assistance regarding enrollment and intra-linter-district transfers. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community within the Enrollment and Family Services Center. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree in education or a related field, and three years of experience in attendance or related field including at least two years of experience in a school district. Bilingual preferred

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license, and provide proof of insurance

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- District policies, procedures, and terminology.
- Applicable sections of State Education Code, and state, federal, and other applicable laws including policies related to students.
- Record keeping and report preparation techniques.
- Operation of a computer, scanner, related software, and standard office equipment.
- Query statements, database programs, etc.
- Receptionist and telephone techniques and etiquette.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Interpersonal skills using tact, patience, and courtesy.
- Current office practices, procedures, and equipment.
- Oral and written communication skills.

- Health and safety regulations.

ABILITY TO:

- Perform the basic function of the position.
- Learn eligibility requirements and districts SIS.
- Assure program activities comply with local, state, and federal contract obligations, guidelines, and regulations.
- Handle multiple demands at one time and work with people from a wide variety of disciplines. Prepare and maintain files and documents.
- Operate a computer, scanner, related software, and standard office equipment.
- Perform computational tasks with speed and accuracy.
- Maintain records and prepare reports.
- Lift light objects according to safety regulations.
- Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate effectively, both orally and in writing.
- Understand and follow oral and written directions in English.
- Complete work with many interruptions, and meet schedules and timelines.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Work confidentially with discretion.
- Meet state and district standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:

SAMPLE ENVIRONMENT:

Office environment; drive a vehicle to conduct work. May occasionally work long hours and/or on weekends

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 to retrieve and store files; 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 BOARD OF EDUCATION

Agenda Item# 8.1p

Meeting Date: April 10, 2025

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 Schedule, updated April 10, 2025:
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 schedule has been updated to include these new and/or revised positions.

Financial Considerations: N/A

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached:

Salary Schedules:

- Non-Represented Management

Estimated Time of Presentation: N/A

Submitted by: Cancy McArn, Chief Human Resources Officer & Lead Negotiator

Approved by: Lisa Allen, Superintendent



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
Deputy Chief 9861 Deputy Chief of Academics	CE	27	X	\$161,909	\$169,327	\$177,112	\$185,288	\$193,877	\$202,885
Assistant Superintendent 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	24	X	\$151,322	\$158,212	\$165,439	\$173,024	\$180,998	\$189,368
Executive Director 9860 LCAP (Local Control Accountability Plan) 9792 Nutrition Services, Central Kitchen and Distribution Services 9915 Office of Safe Schools 9842 Student Support and Health Services	CL CL CL CE	23	X	\$150,296	\$154,672	\$161,730	\$169,143	\$176,919	\$185,079

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Director III		19	X	\$135,327	\$141,406	\$147,799	\$154,511	\$161,564	\$168,954
9782 Accounting Services	CL								
6024 Adult Education	CL								
4912 Budget Services	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								
Director II		17	X	\$129,458	\$135,246	\$141,336	\$147,728	\$154,424	\$161,468
9816 Constituent Services	CL								
5057 Employee Relations	CL								
9900 Facilities Design and Construction	CL								

Effective 7/1/2024, 2% Increase Applied

NRM 24-25- Updated TBD

Salary Schedule A

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Director II <i>(Continued)</i>		17	X	\$129,458	\$135,246	\$141,336	\$147,728	\$154,424	\$161,468
0204 Human Resource Services	CL								
9891 Payroll Operations	CL								
9901 Planning and Property Management	CL								
9840 Risk Management and Employee Benefits	CL								
9834 Talent Management	CL								
Director I		15	X	\$123,873	\$129,391	\$135,179	\$141,261	\$147,643	\$154,353
9832 Attendance and Engagement	CL								
9787 Transportation Services	CL								
Coordinator*/ Manager III**		13	X	\$118,555	\$123,817	\$129,318	\$135,104	\$141,189	\$147,567
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								
Coordinator* / Manager II**		11	X	\$113,503	\$118,496	\$123,747	\$129,250	\$135,036	\$141,109
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								

Effective 7/1/2024, 2% Increase Applied

NRM 24-25- Updated TBD

Salary Schedule A

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Coordinator* / Manager II** <i>(Continued)</i>		11	X	\$113,503	\$118,496	\$123,747	\$129,250	\$135,036	\$141,109
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								
Coordinator* / Manager I**		9	X	\$108,685	\$113,440	\$118,438	\$123,679	\$129,182	\$134,965
9764 Central Kitchen**	CL								
9766 Nutrition Services Procurement & Warehouse**	CL								
9833 Safety Intervention and Response	CL								
9865 Title IX*	CL								
Coordinator* / Manager I**		9	TNR	\$107,527	\$112,202	\$117,119	\$122,255	\$127,659	\$133,340
0122 Learning Support Services*	CL								
9769 Mental Health*	CL								
Specialist III		7	X	\$104,106	\$108,629	\$113,377	\$118,377	\$123,612	\$129,115
9712 Attendance and Enrollment	CL								
9914 Enrollment TK AFS	CL								
9892 Cyber Security	CL								
1937 Youth Development	CL								
Specialist II		5	X	\$99,745	\$104,059	\$108,573	\$113,331	\$118,310	\$123,552
5244 Bullying Prevention	CL								

Effective 7/1/2024, 2% Increase Applied

NRM 24-25- Updated TBD

Salary Schedule A

Job Class Code and Classification Title	CE CL	Range	Cal	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Specialist II (Continued) 9748 District Facility Operations 9831 District Grounds Maintenance	CL CL	5	X	\$99,745	\$104,059	\$108,573	\$113,331	\$118,310	\$123,552
Specialist II (Continued) 9811 Mental Health 1974 Student, Support Services (Either 5A/5T)	CL CL	5	TNR	\$98,747	102,983	107,415	\$112,086	\$116,983	\$122,123
Specialist I 9785 Marketing and Graphic Design	CL	3	X	\$95,589	\$99,695	\$103,995	\$108,517	\$113,267	\$118,252

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:

Calendar	# of Work Days	Salary Schedule
TNR	219 (211 + 8 SBE Waiver Days)	A5
X	239	A-Annual

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

An annual stipend of \$1,745 is added for the earned doctorate and is prorated if for less than a full year which will end on 2/28/2018. Effective 3/1/2018, the earned doctorate annual stipend will increase to \$3,000 and is prorated for less than a full year.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: April 10, 2025

Subject: Approve School of Engineering and Sciences field trip to Kingwood, TX from April 14-20, 2025 to receive FIRST Robotics Competition Award

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

Division: Deputy Superintendent

Recommendation: Approve School of Engineering and Sciences field trip to Kingwood, TX to receive FIRST Robotics Competition award.

Background/Rationale: On April 14, 45 students, and 12 chaperones will travel by air to Kingwood for 5 nights to receive robotics award.

Financial Considerations: There is no cost to the district. Expenses will be paid by the CTE.

LCAP Goal(s): College preparedness, increasing communication and critical thinking skills.

Documents Attached:

1. Out-of-state field trip documents will be available Tuesday, April 8, 2025

<p>Submitted by: Mary Hardin Young, Deputy Superintendent Jerad Hyden Instructional Assistant Superintendent</p> <p>Approved by: Lisa Allen, Superintendent</p>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1r

Meeting Date: April 10, 2025

Subject: Approve Resolution No. 3488: 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. 3488: 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. 3488: Resolution Regarding Board Stipends

<p>Estimated Time of Presentation: N/A Submitted by: Board Office Approved by: Lisa Allen, Interim Superintendent</p>
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**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 3488

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 10th day of April 2025, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

Lisa Allen
Secretary of the Board of Education

Jasjit Singh
President of the Board of Education

ATTACHMENT A

RESOLUTION NO. 3488

1. Absence Due to Other Duties: Stipends are authorized to the following Board member(s) due to a hardship deemed acceptable by the Board:
 - a. Board member Jasjit Singh for the Regular Board meeting on April 10, 2025.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1s

Meeting Date: April 10, 2025

Subject: Approve Resolution No. 3489: 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. 3489: 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. 3489: 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. 3489

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 10th day of April 2025, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

Lisa Allen
Secretary of the Board of Education

Jasjit Singh
President of the Board of Education

ATTACHMENT A

RESOLUTION NO. 3489

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 Chinua Rhodes for the Regular Board meeting on April 10, 2025.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1t

Meeting Date: April 10, 2025

Subject: Approve SETA Head Start Grant Application (Basic and TTA) Fiscal Year 2025-26

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

Division: Early Learning and Care

Recommendation: Request to approve the submission of the 2025-2026 Head Start/Early Head Start Grant Application (Basic and Training/Technical Assistance)

Background/Rationale: SCUSD serves as a delegate under the Sacramento Employment and Training Agency (SETA) to provide Head Start and Early Head Start services. SCUSD is required to submit a Head Start Refunding Application for continued funding to operate its early learning and care programs. Approval of the Head Start Refunding Application is necessary to continue receiving federal funding to serve children and families in Head Start and Early Head Start programs in 2025–2026.

Financial Considerations: SCUSD provides Head Start & Early Head Start programs throughout the school district, which is approximately \$6.9 million in revenue. All costs are covered by the federal Head Start grant through SETA, and the proposed budget aligns with established guidelines and allowable expenditures. Requesting for refunding will continue to provide children and families opportunities and access to high-quality early educational services.

LCAP Goal(s):

Goal 1: College Career Readiness

Goal 2: Foundational Educational Experience with Equitable Opportunities for all students

Goal 3: Integrated Supports

Goal 4: Culture and Climate – Dismantling Systems

Goal 6: Implementation of MTSS/Data-Based Decision Making

Goal 8: Basic Services and Districtwide Operations/Supports



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Documents Attached:

1. Head Start/Early Head Start Grant Application for FY 2025-26

Estimated Time of Presentation: N/A
--

Submitted by: Yvonne Wright, Chief Academic Officer Mikako Fisher Hill, ELC Assistant Superintendent
--

Approved by: Lisa Allen, Superintendent
--

**HEAD START/EARLY HEAD START GRANT APPLICATION
GOVERNING BOARD APPROVAL**

On behalf of the **Sacramento City Unified School District** Head Start/Early Head Start Governing Board I, **Jasjit Singh**, Board President, certify the Governing Board has approved the Sacramento City Unified School District **Head Start/Early Head Start Grant Application** (including Basic and Training/Technical Assistance) for Fiscal Year 2025-2026 (August 1, 2025 – July 31, 2026) at its meeting on **April 10, 2025**. Attached is the sign-in sheet of attendees; minutes of the meeting are forthcoming.

Jasjit Singh

Name

Signature

Date

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)

Head Start and Early Head Start Program Narrative

Section A - Service Delivery

The Sacramento City Unified School District (SCUSD) is a large, urban school district established in 1854 and now serves approximately 38,821 students at 75 schools across 70 square miles. To promote cradle-to-career readiness and PK-12 alignment, SCUSD provides educational services for infants/toddlers, pre-kindergarten, transitional kindergarten, kindergarten, elementary, middle, high school, and adult education throughout the City of Sacramento. SCUSD serves culturally and linguistically diverse communities with a population consisting of 41.3% Hispanic/Latino, 17% White, 18% Asian, 12.1% African American, 8% Multi-racial, 2% Native Hawaiian/Pacific Islander, 1% Filipino, and 1% American Indian or Alaska Native. Students are also identified as 20% English Learners, 0.4% Foster Youth, and 0.7% Homeless, and 69% Socioeconomically Disadvantaged. About 60 languages include the following primary languages: English, Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, and Mandarin.

To foster school readiness, SCUSD believes that student achievement begins at the foundational level and offers early learning programs that build a solid foundation for academic success, social-emotional development, and authentic family partnerships. SCUSD offers Head Start and Early Head Start and is committed to providing high-quality educational experiences and equitable support for every child. SCUSD's current prekindergarten population consists of 41.23% Hispanic/Latino, 5.6% White/Caucasian, 24.77% Asian, 15.13% Black/African American, 10.84% Multi-racial, 1.87% Native Hawaiian/Pacific Islander, and 0.54% American Indian or Alaska Native.

Service and Recruitment Area

Based on the California Department of Finance's 2019 baseline, a significant number of children 0-5 years old may qualify for prekindergarten services within the Sacramento City Unified School District. The following table shows Sacramento County's projected population estimates for children ages 0-5. It shows a slight decline in population over the years 2022-2030; however, it also indicates that young children will continue to be in the Sacramento region for the next several years:

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)**

Age	2022	2023	2024	2025	2026	2027	2028	2029	2030
0	18,914	18,150	18,030	18,168	18,151	18,115	18,011	17,961	17,992
1	18,403	19,198	18,276	18,110	18,183	18,105	18,007	17,905	17,864
2	19,029	18,568	19,309	18,413	18,300	18,343	18,316	18,240	18,166
3	19,223	19,143	18,669	19,334	18,475	18,414	18,452	18,473	18,400
4	19,578	19,171	19,608	18,696	19,303	18,499	18,450	18,524	18,533
5	19,710	19,694	19,327	19,186	18,828	19,415	18,596	18,588	18,692

California Department of Finance. Demographic Research Unit. Report P-2B; Population Projections by Year of Age, California Counties, 2020-2060 (Baseline 2019 Population Projections; Vintage 2023 Release). Sacramento, California. July 2023. Projections - California Department of Finance - CA.gov

Based on the U.S. Census Bureau's data by specific zip code in Sacramento, the local service area has over 28,280 children ages 0-4.99 and elementary school sites in each area. SCUSD offers 676 HS slots at 31 sites in these zip code areas. Zip code 95823 possibly has the greatest need.

Age	ZCTA5 95811	ZCTA5 95817	ZCTA5 95818	ZCTA5 95820	ZCTA5 95822	ZCTA5 95823	ZCTA5 95824	ZCTA5 95826	ZCTA5 95827	ZCTA5 95828	ZCTA5 95831	ZCTA5 95832
Age	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Under .50	61	70	149	199	417	874	337	248	77	437	193	143
.50 to .74	54	8	101	163	50	863	330	96	18	160	0	22
.75 to .99	12	0	10	14	86	463	253	114	135	190	66	28
1.00 to 1.24	16	0	62	189	235	983	377	83	70	540	316	101
1.25 to 1.49	0	216	30	116	22	650	363	76	198	390	228	70
1.50 to 1.74	40	34	7	222	153	413	259	176	311	208	100	197
1.75 to 1.84	0	4	0	141	35	357	130	221	46	167	46	0
1.85 to 1.99	0	0	0	84	300	159	106	66	41	277	168	72
2.00 to 2.99	9	254	236	611	623	1,712	259	640	201	1,109	260	359
3.00 to 3.99	0	16	72	158	539	729	198	253	117	291	259	12
4.00 to 4.99	14	6	452	156	713	473	13	404	105	356	286	73
Total = 28,280	206	608	1119	2053	3173	7,676	2625	2377	1319	4,125	1922	1077
	Washington	FRKB Kenny	Leataata	Earl Warren	E Kemble	B Green Chacon	CAJ Skills	G Empire	A Lincoln	Camelia	Bear Flag	J Still
				E Phillips	Harkness	B Green McCoy	CB Wire		J Marshall		Lisbon	SBA
				H Johnson	J Bidwell	Parkway	E Creek				MLK	
				OakRidge	J Cabrillo		E Baker					
					J Sloat		Pacific					
					Woodbine		P Burnett					

U.S. Census Bureau. "AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS."

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)**

American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B17024, 2021, Accessed on November 3, 2023.

Needs of Children and Families

Additionally, SCUSD has identified a gap in care needs for vulnerable populations such as parenting teens and foster and unhoused families. According to district numbers, 35 pregnant and parenting teens, 510 homeless, and 234 foster families can benefit from Early Head Start center-based services. SCUSD prioritizes the needs of children involved in foster care, families who are experiencing homelessness, and students who have been identified with a disability or are receiving specialized services through the Individualized Education Plan (IEP) process. This information indicates an unmet need for early learning programs and a great opportunity to expand services for younger children and families within the SCUSD community.

As the county population changes, there is also a shift in eligible families applying for prekindergarten (PK). Due to Head Start Performance Standards, SCUSD must find ways to recruit more students because it is limited in enrolling families who are considered over-income and exceed the federal poverty threshold. With the new housing adjustment factor, more families will be eligible for services. One of the strategies SCUSD has considered is recruiting SNAP-eligible families in the public assistance category to support qualifications. Also, due to the expansion of Transitional Kindergarten (TK) at elementary sites for 4-year-olds, some families are seeking extended days of care and early entry into their desired elementary of choice. These shifts have resulted in 3-year-olds enrolling in PK and the ongoing review of eligibility requirements and recruitment efforts. Thus necessitating the need to shift focus in serving and strengthening marketing efforts to emphasize that ELC serves 3-year old children.

Proposed Program Options and Funded Slots

Head Start

- For 2025-2026, SCUSD's Head Start (HS) will consist of 24 Wrap, Five (10-months) Full-Day and two (12-month) Full-Day classrooms. As part of PK-12 alignment efforts, these PK classes are located at elementary school sites and follow a similar calendar. Enrollment data indicates that families prefer programs with longer hours and timeframes. Therefore, all current Wrap options will continue to operate five days a week, Monday to Thursday for 6.5 hours a day and on Fridays at 3.75 hours. All Full Day options will continue to operate Monday-Friday, for 7 hours a day.

Early Head Start

- For 2025-2026, SCUSD's Early Head Start (EHS) will consist of two Infant/Toddler classrooms at American Legion and one at Elder Creek. Two EHS classrooms at American Legion will serve eight children each for 16 slots total. One EHS Toddler classroom at Elder Creek will serve a total of 8 slots. American Legion will serve infants and toddlers, and Elder Creek will serve toddlers. Funding from the CCTR grant from the CA Department of Social Services will be braided with EHS to support the continuity of services to families. The CCTR grant will fund 50% of the classroom staff, and EHS will fund the remaining 50% program cost. Support staff services from health, family engagement, ERSEA, fiscal, and governance will be covered by the EHS funds. The program will be licensed and follow all Title 22, Title 5, and EHS Performance Standards.

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)**

SCUSD’s Early Learning and Care Department (ELC) will continue collaborating with the Student Support and Health Services Department (SSHS) to support the EHS Infant/Toddler classrooms. The SSHS generally oversees school nurses, social workers, and student support centers at elementary, middle, and high schools throughout the District. However, ELC will continue to oversee the day-to-day operations, provide education, nutrition, social, and emotional support content, hire and manage classroom staff, provide custodial services, and monitor ERSEA, parent engagement, governance, fiscal, and PIR.

SCUSD is requesting class-size waivers for the following classrooms in the 2025-2026 program year:

Name of Site	Name of Classroom (Loc ID)	# of children in each class	Previous Waiver? Yes/No
1 - Abraham Lincoln	1852R	24	Yes
2 - Bowling Green Chacon	1828R	24	Yes
3 - Bowling Green McCoy	1829R	24	Yes
4 - CAJ Skills Center	1834R	24	No
5 - Camellia	1861R	24	Yes
6 - Clayton B. Wire	1824R	24	Yes
7 - Earl Warren	1803R	24	Yes
8 - Edward Kemble	1804R	24	Yes
9 - Elder Creek	1838T	24	Yes
10 - Ethel I Baker	1806R	24	Yes
11 - Ethel Phillips	1805R	24	Yes
12 - FR KB Kenny	1807R	24	Yes
13 - Golden Empire	1858R	24	Yes
14 - Hiram Johnson	1851R	24	Yes
15 - Hiram Johnson	1851T	24	Yes
16 - HW Harkness	1811R	24	Yes
17 - James Marshall	1831R	24	Yes
18 - John Bidwell	1813R	24	Yes
19 - John Cabrillo	1846R	24	Yes
20 - John D. Sloat	1832R	24	Yes
21 - John Still	1848R	24	Yes
22 - Leataata Floyd	1812R	24	Yes
23 - Lisbon	1891R	24	Yes
24 - Martin Luther King Jr	1892R	24	Yes
25 - Nicholas	1826R	24	No
26 - Oak Ridge	1817R	24	No
27 - Parkway	1827R	24	Yes

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)**

28 - Peter Burnett	1819R	24	Yes
29 - Susan B. Anthony	1820R	24	Yes
30 - Washington	1837R	24	Yes
31 - Woodbine	1857R	24	Yes
Total Sites: 30	Total Classrooms: 31		

Note: We are requesting waivers for 31 classrooms:

- 7 classrooms will be funded for a minimum of 16 HS and up to 8 non-HS
- 24 classrooms will be funded for 20 HS and 4 non-HS

Funded Enrollment Changes

The following sites will be changing from 24 HS slots to 20 HS and 4 non-HS (CSPP)

- Elder Creek - 1838T
- Hiram Johnson - 1851T

Centers and Facilities

The following sites will be closed or slots reduced and converted to Early Head Start to address the need for toddler services:

- Bear Flag - 16 slots
- John Bidwell - 16 slots
- Elder Creek - 4 slots (reduction)
- Hiram Johnson - 4 slots (reduction)

Open a Toddler Classroom

- Elder Creek - 8 slots

These adjustments will provide sustainability and continuity of services to enrolled families. At the same time, a reduced class size will support the instructional staff with improved classroom management, safety and supervision of students. Reduced class size will benefit students who need additional support by providing more opportunities for one-on-one interactions.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

We are committed to rebuilding our programs back to full enrollment. Taking advantage of the new housing calculation and a robust marketing and recruitment plan, SCUSD will actively promote enrollment, emphasizing quality of services and opportunities to newly qualified families. The new Marketing & Recruitment Taskforce will include all ELC leadership with the motto of “everyone recruits.” The motto encapsulates the guiding principle that ERSEA is everyone's responsibility. Marketing and Recruitment will be a cross departmental effort which will include Communications, Technology Services, Enrollment, and the Early Learning and Care departments with full support from SCUSD Cabinet members.

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With the consolidation and centralization of PK through 12th-grade registration, families can depend on a one-stop location to address enrollment needs. The Live Message feature in the ChildPlus and Learning Genie database systems is utilized to notify families of admission acceptance into the program and/or any missing health documentation, an ongoing process for the Enrollment Office.

SCUSD's PK enrollment is currently at 90% enrollment in Head Start-funded programs. To continue increasing enrollment numbers and adhere to Head Start Performance Standards, SCUSD will hire per-diem staff during the summer months, partner with a variety of community-based organizations and service providers, advertise through a variety of communication methods, and attend district-organized community events to raise awareness about Head Start/Early Head Start programs. The PK Enrollment Team will also collaborate with SCUSD's Matriculation and Orientation Center (MOC) to provide translation services for families in multiple languages and offer resources. By continuously engaging with the community and adjusting strategies based on real-time feedback and data, ELC can foster stronger partnerships and greater awareness of early childhood education's critical role in child development. An ELC enrollment staff will also conduct the Early Head Start enrollment intake at the Enrollment Center, and ELC enrollment staff will complete the data entry process to ensure compliance with Child Plus.

In addition to efforts to increase enrollment numbers, ELC has done an interview with Channel 10 news and the Sacramento Bee. ELC has also created a spreadsheet to monitor locations visited to hand out fliers regarding our program. ELC staff from all content areas have joined forces to ensure recruitment is completed from all areas. The purpose of joining forces with all staff is to collaboratively find ways to increase SCUSD's enrollment and attendance by developing strategies for removing barriers. To guide the work, two focal challenge questions are: 1) How might we build partnerships with the community to ensure people know about our program? 2) How might we raise awareness of PK attendance's importance and explain why early learning is vital to developmental growth? ELC staff will target zip codes with the highest needs and the communities located within its geographical area. ELC staff will also partner with neighborhood organizations to combine resources, expertise, and talents to make PK enrollment and attendance processes more effective. The responsibilities of the ELC staff are as follows:

- Monitor/Review current enrollment numbers
- Review recruitment tracking and assess the effectiveness of reported activities
- Assure recruitment activities are responsive to the findings of the Community Needs Assessment.
- Create and approve all recruitment/public relations materials (brochures, flyers, presentations)

Ongoing training will be provided to the Enrollment Team to support timely data entry into various database systems and to ensure the accuracy of information in the District's student information portal. These efforts will ultimately contribute to organizational effectiveness, improving services to families, supporting informed decision-making, and best serving students in their future education. SCUSD's Early Learning and Care Department will continue strengthening internal partnerships within the district to ensure children can access high-quality PK programs. ELC will work closely with the district's Special Education Services Department to enroll children with disabilities in PK classrooms and offer a continuum of support services. Additionally, ELC staff will continue to monitor information through Child Plus daily to identify patterns for individual student attendance and collaborate with teachers who will contact parents on the days of unexpected absences. Enrollment staff will monitor student attendance weekly and send letters to parents when their child's attendance is at risk of falling below 90%. These letters will remind families of the importance of good attendance and offer support if necessary. SCUSD will use Live Messenger in Child Plus to communicate

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with families via text and email. Attendance data will be analyzed and practical ideas will be generated to promote student attendance.

SCUSD understands the importance of regular attendance and its long-term impact on children. The District is also aware that many vulnerable populations face challenges and barriers in getting to school regularly.

When a child's attendance becomes irregular, ELC staff, the school, and Clinicians will engage with the family to determine any challenges and assist with removing those barriers. All enrolled families have access to public transportation passes to help with transportation barriers, if needed. If attendance does not improve and the family does not reengage in services, then support staff will conduct a home visit to check on the family. Every effort will be made to encourage the family to participate in services. If center-based can no longer meet the needs of the family, then a referral will be made to the delegate agency for home-based services.

Some of the questions that arise for both HS and EHS:

1. How can we develop strategies for teachers to promote the importance of families bringing their children to school daily?
2. How can we create a culture where all teachers and staff develop relationships with families to encourage them to bring their children to school daily?
3. How can we minimize obstacles preventing families from bringing their children to school?
4. How can we create opportunities for meaningful involvement?

By taking these steps, ELC can help foster a culture of regular attendance while also creating a more inclusive and supportive school environment. Teachers and staff can become the key drivers of family involvement and help overcome barriers to ensure children are attending school regularly.

Education and Child Development

SCUSD's Early Learning & Care strongly believes that parents are their child's first and most influential teacher and that the "first academy of learning is really the child's home". Hence, parents are encouraged to participate in the classroom as partners in their children's growth and education. Over the course of the next three years, Child Development will host a series of professional learning events for parents, specifically focusing on preschool numeracy and literacy development. These learning opportunities will help to bolster families' knowledge base in early childhood education and developmentally appropriate practice and will be effectual in helping to hone parents' skills in these critical areas—thus, rendering parents more effective partners with teaching staff in an effort to support children's learning

Curriculum Implementation

Through the implementation of a Creative Curriculum, the district's overall vision for its students, and its

holistic approach towards education, ELC affirms its commitment to the SCUSD's Strategic Priorities: 1. High-quality instruction to meet the needs of all students, 2. Multi-tiered System of Supports (MTSS), 3. Culturally Responsive Professional Learning. The Creative Curriculum has a long history of providing research-based practices and is federally aligned to the Head Start Early Learning Outcomes Framework. The Sixth Edition was revised also to provide a greater emphasis on the project-based approach to learning driven

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by student interests.

The Creative Curriculum Fidelity Tool has been utilized throughout the year during Coordinators' site visits to guide instructional coaching. The leadership team uses the data from the Fidelity Tool to drive leadership decision-making regarding the best support for teaching staff. While completing each teacher's/classroom's Fidelity Tool, there is recognition of the need to improve consistent engagement and use of the tool.

DRDP and ASQ's monitoring took place as scheduled; however, the quality of evidence to support measures must be better monitored and addressed to ensure evidence is aligned with the actual measure. The program will identify key staff in the monitoring team to conduct ongoing curriculum fidelity monitoring and ensure teachers use evidence to support their DRDP ratings. Although there was a 6% improvement in the completion rate of ASQs, outcomes reflect that teachers struggle to collect parent information to complete this task. In cases where parents are non-responsive with the ASQ, teachers have been instructed to complete before the due date.

The Creative Curriculum Sixth Edition is the official curriculum. This year, teachers continue to use the My Teaching Strategies by Creative Curriculum (Cloud) to plan and complete their lesson plans. Teachers were provided extensive training on this new Creative Curriculum portal and will continue to receive training and coaching to ensure full implementation.

EHS uses the Creative Curriculum as the official curriculum. In the first year, a trained consultant provided intensive training and coaching to build foundational knowledge of the materials and the available resources. T/TA funds will be used to train, support, and monitor staff to ensure fidelity and proper training. The SSHS Coordinator will also collaborate with the EHS Coordinator to support and train all classroom staff to ensure fidelity and that appropriate infant/toddler approaches and interactions are occurring.

SCUSD has implemented multiple approaches to professional development, addressing the goal of strengthening curriculum implementation to fidelity. SCUSD will continue efforts to provide differentiated instructional coaching sessions to meet the various levels of staff needs. The assigned Teaching Strategies coach will provide instructional support and coaching through the My Teaching Strategies Coaching portal and in person. Instructional support coaching sessions include one-on-one and small group sessions, providing instructional staff with differentiated support.

Health

The health and safety of students and staff are a top priority. The SCUSD Early Learning and Care Department has two Registered Nurses (RN) who have supported families and staff from the enrollment process to entry into the classroom. The nurses conduct routine screenings, follow up on health/nutrition concerns, and make referrals as needed. Nurses also provide vision and hearing screenings and organize dental varnishes and other health services. Both Nurses have knowledge and expertise in navigating Child Plus and using reports to monitor health requirements.

Nurses have improved the thoroughness of health-related documentation in a child's file and Child Plus. Nurses are well-versed in printing reports and being able to monitor their files. Nurses also provide health training and meetings for teachers and parents on topics such as nutrition, health, and hygiene. Additionally,

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the Early Learning and Care Department works collaboratively and in partnership with the SCUSD Nutrition Services Department to provide free nutritional meals to students.

SCUSD understands and validates areas needing improvement. According to the mid-year PIR report, the program still had about 24% of its students missing one or more health requirements (e.g., Lead, Hemoglobin/Hematocrit) and 42 students missing well-visit exams. Due to circumstances, staggered and late student enrollment has interrupted the standard enrollment and screening process of student files. Also, student absences in classrooms have been barriers to completing 45-day screeners and providing follow-up for students with health issues within the appropriate timelines. This resulted in the department struggling to collect hemoglobin results for students from their physical exams.

To improve the system, the Health and Nutrition staff will utilize a holistic approach using a “whole child” philosophy. Enrollment staff and nurses begin to partner with families regarding their child’s health, nutrition, and dental status needs at the onset of a student's entry into the program. Nurses ensure families have access to health and dental care; if they do not, they will collaborate with the family to obtain health insurance and find a medical/dental home. Nurses review all health forms and documents to ensure each child is up-to-date on all mandated health requirements and is ready to start school. Enrollment staff works in collaboration with parents to complete all medical documents and ensure parents are informed on the processes for conducting screenings and assessments. To determine the health status of each child, a well- visit exam is collected within 30 days of a child’s enrollment, and a dental exam within 90 days of enrollment. Suppose the child is behind on required immunizations or health requirements. In that case, SCUSD Health staff will provide community resources and assist the family with obtaining the medical requirements and/or treatments that are needed. Forms are provided in both English and Spanish. Screenings by Nurses are done annually.

If a child is identified at enrollment or any time of the year as having a health/nutrition concern, the Nurse will follow up with the parent and the medical provider to create a care or special diet plan. If medication is needed, then Nurses will work with parents to obtain the medication authorization form from the medical provider and collect the medication before a child’s enrollment. The Nurse will then train classroom staff on medication administration and review the care plan. These steps will support a child’s health and medical needs inside the classroom. If a child is identified as "not up to date" or needing ongoing care, the assigned Nurse will contact the parent. A notification will be sent out to the parent via text and/or email via Child Plus Messenger to indicate that the child is not up-to-date and to call the Health staff. Nurses also support student’s health and well-being by conducting vision, hearing, and blood pressure screenings within 45 days of the child's start date.

To adhere to Head Start Performance Standards relative to Mental Health and wellness services, the Early Learning and Care Department established a case management process called the Coordination of Services Team (COST), which ensures referrals are made for students and families needing additional support. Two Clinicians provide comprehensive Mental Health services for students and families and also support teachers in the classroom. The case management team reviews referrals from teachers and parents to determine needs, conduct classroom observations, and develop a follow-up plan. In partnership with parents and teachers, the Mental Health team determines children’s need for mental health services, special education referrals, and additional support if necessary. Behavior charts are created with the classroom staff, parents, and the Clinicians. The Clinicians conduct classroom Mental Health observations and provide ongoing feedback to classroom staff. Clinicians have received training in the CSEFEL framework and support implementation

HS and EHS share the funding of a school Nurse to serve additional EHS children. The School Nurse will

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oversee the Health and Nutrition requirements for EHS. The Early Learning and Care department allocated Clinical Social Worker time to work with Early Head Start. The Clinician and Nurse will be part of The Coordination of Services Team (COST) that supports families and reviews referrals from classroom staff. In partnership with parents and teachers, the team will determine children's need for Mental Health services, special education referrals, and additional support if needed.

Family and Community Engagement

SCUSD's Early Learning and Care (ELC) vision is to support families by providing information and showcasing opportunities for personal growth and involvement in their child's education. The priority is to equip each family with agency and choice for life outcomes.

To promote school-home connections, ELC offers a variety of ways for families to be involved in their child's education.

Quarterly educational workshops for parents, specifically highlighting early literacy and math development, social-emotional skills; and family resilience are held to build knowledge of early childhood education and deepen understanding of child development. Families continue to embrace Parent Meetings and special in-classroom events (e.g., Harvest Fair, Winter Celebration, etc.). Parent meetings show an average of 50% of family participation. However, district-wide parent workshops and in-classroom volunteering have low attendance. The Early Learning and Care Department continually promotes family engagement as an investment in children's educational journeys. As a result of focused efforts:

- 9 new and 3 returning family volunteers, 4 Foster Grandparent, 6 CSUS field placement interns, and 5 adult transition student volunteers
- Approximately 25% of families actively involved with In-Kind
- 553 (76%) connected families to Learning Genie
- 2 Policy Council representatives attending CA HS Advocacy Day
- Read and Return parenting resource lending library created at the Hiram Johnson Family Education Center

SCUSD's Early Learning and Care Department (ELC) will continue to build relationships through open communication with classroom and office staff. Parents are encouraged to share their thoughts and ideas through monthly parent meetings, policy council, Learning Genie and family surveys. To increase the involvement of fathers, SCUSD has recently added "Day with Dad" days. Fathers are invited to spend a few hours on a Saturday doing fun activities with their children, without a scripted agenda - to just be in an open space to share positive moments and create memories with their child(ren).

Research shows children who have rich language and literacy experiences are more likely to be successful when entering formal schooling. SCUSD ELC prioritizes literacy development in the classroom and at home. All classrooms utilize Apple Bags, a take-home literacy program that provides weekly books for children to read with their families. Over the past year Apple Bags have been updated with new hardback books that showcase the rich diversity of the community and showcase multiple languages. Families are encouraged to share stories and conversations as they take time to read together. Parent survey results show overwhelming satisfaction with the program and 80% of surveyed families report Apple Bags make reading to the child easier.

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All registered families are sent a weekly video playlist that aligns with Creative Curriculum content. By utilizing Ready Rosie, families receive a weekly “playlist” of videos each Monday. Ready Rosie playlists are aligned with Creative Curriculum outcomes. Parents have the opportunity to search through the extensive catalog of videos in the Ready Rosie collection at their discretion. Classroom staff also can send individualized videos to families that align with their weekly/monthly theme or specific family needs. ELC has seen an increase in teachers using this feature this school year.

The School Community Liaison (SCL) works directly with families to connect with local resources if a need is identified. Family Partnership Worksheets are completed at registration and then submitted to the SCL who follows up with a phone call to review. Resources are provided to families through email. After 5 days, a second call is made by the SCL to ensure the family is receiving support towards their requested resources. Communication between SCL and family is documented in ChildPlus. In the 2024-25 school year, 624 needs were identified and addressed including 47 families receiving bus passes.

Individual Family Goals are created during the winter family conference. Classrooms have been provided with a Sample Goal Sheet to guide families in goal setting. Once created, the SCL reviews goals to ensure they are SMART goals; specific, applicable, achievable, timely, and measurable. Families are then connected to resources to help work toward their goal following the above process for Family Partnership Agreements. Over 350 goals have been created by families in the 2024-2025 school year.

EHS families also engage in goal setting and the family partnership process with ELC Staff. EHS families have access to all the support and resources that ELC provides to HS families such as the Apple Bag lending books. This will ensure a smooth transition process when EHS children age out to Head Start at the age of 3.

The School Community Liaison has compiled a list of over 30 community resources to connect families to specific needs. While all partners are responsive and reliable, some have become a go-to for families in need (i.e., Sacramento Food Bank, Sacramento Works, and Charles A. Jones Center). In addition to meeting needs, the District is hosting community outreach events throughout the year to support positive connections between home and school and to provide activities for families to engage in together.

Currently, the SCL and Parent Advisor are monolingual. Families within SCUSD speak more than 48 languages; a large percentage of students speak a language other than English at home. To aid in the communication process, the Google Translate feature and the Matriculation (MOC) center are used as a resource for translation.

Services for Children with Disabilities

All enrolled children (EHS and HS) participate in a rigorous screening process to identify any children who may have special needs. If a child is suspected to have a delay or additional needs then a referral will be made to the appropriate department or agency for assessments. Students with an IFSP will be counted in the disability report. When an EHS student with an IFSP turns 2.5 they will be referred to the SCUSD Special Education department for a transition assessment and determine if the child qualifies for an IEP.

SCUSD Special Education Department (SPED) underwent a reorganization and hired new staff to include an additional Prekindergarten Assessment Team to help address the increased need for special education services. In addition, ELC is currently collaborating with SPED to improve the referral and monitoring system

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and ensure students get specialized services within the mandated timelines.

SPED will provide training to ELC instructional staff and collaborate with special education PK staff as well. SCUSD recognizes that monitoring for all content areas is an area for improvement. For example, only 96% of students received their ASQ screenings within the 45-day timeline. Increasing monitoring during 45-day timelines will help to increase the number of students receiving their screenings promptly including special education services if appropriate.

SCUSD encourages and promotes the full participation of children with special needs. The program recognizes the need to provide inclusive practices and quality PK services for children with different abilities. If a child is identified at enrollment with special needs/IEP then a Coordinator will review the student's application and ensure the appropriate placement (FAPE) is made for the child. The teacher will receive the file in advance to review the IEP before the child starts in the classroom. The teacher will individualize activities for the child to reflect the goals from their IEP. The Special Education Department staff will provide all services for speech and occupational therapy in the classroom by the child's IEP. If a child has other special education needs that do not qualify under an IEP then a 504 plan will be created in partnership with the family and all appropriate support staff. This will ensure any needed accommodations are provided for student success.

From enrollment to entry into the program, ELC collaborates with families to identify any special and/or additional needs or accommodations. Enrollment and Health Services staff collaborate with the parents to ensure their child has all required documentation for enrollment. During the beginning of the school year, the teacher will schedule a home visit with the family before entry into the classroom to help understand the child's needs and communicate any special instructions. This will help provide a smooth entry and transition into the classroom for all stakeholders but most importantly with the student. This is an opportunity for the teacher to meet the student and connect before the child starts PK. The teacher will develop individualized activities and support to meet the needs of the student. ELC and SPED will partner with appropriate staff to ensure services are provided by the child's IEP. ELC also encourages support services to be provided in the classroom in partnership with the teacher.

Transitions

An orientation meeting is set up with the families of students that transition from Early Head Start into the PK classroom and at the end of Prekindergarten to Transitional Kindergarten or kindergarten.

When an EHS child turns 2.5 the teacher will initiate the transition process with the HS team to ensure the student will transition into preschool at 3 years old. The EHS and HS staff will collaborate and engage the family in the transition process to ensure the best placement for the student. If an EHS family decides that a home-based option is better for their child then SSHS will engage with the delegate agency to refer the family for Home-based services.

Most PK teachers collaborate with the Kindergarten (K) teachers to determine the expectations of the TK- 12 program. Transition to Kindergarten events throughout the district include both the PK teacher and K teacher. In many cases, teachers arrange for a kindergarten day where students visit a kindergarten environment and staff and students tour the campus and kindergarten classrooms. In addition, families receive a Transition to Kindergarten file with student information for them to share with their new teacher at the receiving school.

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Section B - Governance, Organizational and Management Structures Governance

The Governing Body (School Board) and Policy Council (PC) are essential to the Program and guide the efforts of SCUSD's Head Start/Early Head Start programs. The Policy Council consists of HS and EHS parent representatives from each site and provides ongoing oversight of program operations and accountability of federal funds. The Parent Advisor organizes the PC meetings and is the members' primary contact. Orientation and training are provided for the PC and include workshops on roles and responsibilities, Robert's Rules of Order, reviewing by-laws, protocols for voting, and clarifying the decision-making process. The Parent Advisor works closely with the Family Engagement Coordinator and the School Community Liaison to organize community resources, guest speakers, parent workshops, and opportunities for PC members to attend local and regional family programming events.

The PC meets on the third Thursday of each month from 9:00-11:00 AM at the Hiram Johnson Family Education Center. Child care, materials, refreshments, and workspaces are provided. SCUSD staff provide reports about the state of the organization, program updates by content areas, budget reports (including monthly expenditures), designates time for PC members to ask questions and/or make comments, time for public comments, and opportunities for guest speakers to share about resources and events. Special Meetings are called whenever necessary to ensure the PC is accommodated and is fully engaged in the decision-making process.

Human Resources Management

The SCUSD Early Learning and Care Department (ELC) is overseen by an Assistant Superintendent who serves as the district's Head Start Director. This elevates the program to the executive level and utilizes a mixed delivery model to fund administration. Four Coordinators are assigned a cohort of schools by region and provide quality assurance of classrooms, monitor compliance, and serve as administrator partners to school Principals. The Parent Advisor provides family support, the School Community Liaison offers resources, Child Development Specialists (CDS) assist with enrollment and operations, Clinicians facilitate mental health observations and consultations, Nurses conduct screenings, the Data Technician develops and provides data reports, and the Program Technician and Fund Specialist maintain fiscal records and grant reporting. New staff members, consultants, and volunteers are provided an onboarding orientation to review the mission, vision, expectations, policies, and procedures; and are scheduled for ongoing check-ins and information sessions.

Please see the attached SCUSD HS Organizational Chart.

To maintain quality assurance, safety, and compliance, the Coordinators will conduct regular classroom visits, organize professional development, provide intensive coaching support, and serve as administrator partners to Principals. During scheduled and/or unannounced visits, Coordinators will use tools such as the Child Plus database system to monitor assessment data and utilize the Learning Genie application to review DRDP completion rates and evaluate the observations' quality. Coordinators will refer to the Safety and Supervision, Safe and Healthy, and the Creative Curriculum Fidelity Checklist. Coordinators can assess adult-to-student interactions, address safety and supervision protocols, and coordinate interventions as part of the department's Coordination of Services Team (COST) and student case management. Staff training and professional development are facilitated monthly in a workshop style with follow-up coaching support and technical assistance. There will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

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Program Management and Quality Improvement

To promote a cradle-to-career pathway and PK-12 district alignment, SCUSD will continue to work within the organization to champion early childhood education and vertically align foundations, content standards, curriculum, instruction, interventions, supports, and environments across grade levels. This will ensure high-quality educational opportunities, experiences, and transition services across grades.

The Early Learning and Care Department successfully hired an Assistant Superintendent for Early Learning and one additional Coordinator to support Early Head Start. With an all-new leadership team and a recognized need to focus on improved monitoring efforts, the leadership team will engage in a series of coaching training, continue to refine the strategic plans, and ensure that schedules align with daily classroom visits, regular monitoring, and quality assurance.

With the additional ELC staff such as Clinical Social Worker (2), Clerks (2), Child Development Specialist, Parent Advisor, School Community Liaisons, and Coordinators, leadership will be able to increase a focus on directly supporting the classrooms in partnership with school site staff, SCUSD department leads, and support staff within the department.

To improve monitoring, leadership will have regularly scheduled monthly meetings. These meetings will consist of the Central Office and the Enrollment Team, to regularly monitor, execute, and report to the team, and operational improvements are made to ensure the maintenance of high-quality programs. ELC staff will become a Professional Learning Community (PLC) and engage in ongoing cycles for inquiry.

The Instructional staff professional development will focus on social-emotional education, behavior management, early language and literacy development, and meeting the needs of Dual Language Learners (DLL) and children with additional and special education needs. While we will continue to have our monthly professional development/staff meetings that are three hours in length, we will aim to dedicate at least one hour to facilitate a Professional Learning Community (PLC), allowing collaborative learning experiences among peers. The PLCs will engage in a strategic cycle of inquiry where data is utilized along with the California Preschool Learning Foundations (DRDP, ASQ, CLASS, observations, etc.) to drive planning and instruction.

Staff Qualifications

The following is a table summary of qualifications for teaching staff:

Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	31	N/A	N/A	N/A	26	5

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Associate Teachers/Teacher Assistants	31	3 <i>attending school</i>	4	15	9	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Early Head Start

	Total Number	None	Permit	AA Degree1	BA Degree1	Masters or Higher
Teachers	3 <i>3 vacancies</i>	N/A	N/A	N/A	3	N/A
Associate Teachers/Teacher Assistants	0	N/A	N/A	N/A	N/A	N/A
Home Visitors	0	N/A	N/A	N/A	N/A	N/A

Section C– Program Goals Goals and Objectives

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Please see the attached closeout of 2023-2024.

2025-2026 (Baseline Year 1 Goals and Objectives)

The Sacramento City Unified School District’s (SCUSD) Early Learning and Care Department is honored to oversee its Infant, Toddler, and PK programs. In addition to the Head Start Performance Standards, the work will be guided by the following Mission and Vision

We provide high-quality early educational experiences and equitable support to ensure school readiness and whole-child development.

- Every student will receive high-quality educational experiences that spark curiosity, foster creativity, build literacy, promote a growth mindset, and strengthen relationships to thrive in life and contribute to the world.

SCUSD stands on the belief that Student achievement begins at the foundational level. To foster school readiness, Infants/Toddlers/PK are focused on building a strong foundation for academic success and social-emotional development. SCUSD children and families enter our district's educational system as young as 0-5 years old. During this time, Infant/Toddler/PK students are building literacy skills, cognitive development, and motor skills. Early learning and care close the opportunity gap!

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The following is a summary of the 2024-2025 Goals and Objectives aligned to the mission and vision:

Goal 1 - Education and School Readiness: Increase child outcomes by developing and strengthening social-emotional competencies, family partnerships, and staff development.

SCUSD will deepen its work in implementing an integrated curriculum that addresses the essential domains of school readiness, which includes social-emotional development, early literacy, and school-home connections. There will be an emphasis on improving Creative Curriculum implementation utilizing the fidelity tool with a focus on a child-initiated/interest-based approach, social-emotional learning, language and literacy, English language development, and improved teaching strategies utilizing data. Along with the goals to improve effective teacher strategies, additional Teaching Pyramid training and coaching support will enhance nurturing connections in the classroom and the home with all students and families. The Education Coordinator will continue to partner with the Special Education Department to promote a continuum of specialized educational services and inclusive practices. For professional learning, there will be a focus on evolving into a Community of Practice where participants conduct cycles of inquiry and share evidence of strategies implemented and artifacts of student work.

Goal 2 - Health and Safety: Increase the health, safety, and well-being of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff, and community partners.

SCUSD will emphasize the importance of increasing stakeholder awareness of the health, safety, and well-being of children from birth to age 5. There will be a concerted effort to build authentic partnerships through ongoing two-way communication and collaboration at all levels of the organization and with families and communities. SCUSD will partner with community-based organizations to provide additional health resources and services for children and families in support of overall well-being. Activities will include timely physical exams, dental screenings, health workshops, family therapy, and mental health consultation sessions.

Goal 3 - Family and Community Engagement: To support relationship-based family engagement that is culturally responsive, reflective, and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.

SCUSD will build the capacity of parents and families to observe and participate in the everyday learning of their children at home and in their school. There will be a concerted effort to significantly increase parent involvement through In-Kind volunteering, participation in family workshops, and goal-setting. Hiram Johnson Family Education Center has been reconfigured to serve as a resource hub for families and a space for parent workshops and support groups. SCUSD will continue to build relationships with families and community-based organizations through the expertise of the Parent Advisor and School Community Liaison to promote the importance of family and community engagement.

Goal 4 - Enrollment: To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models, and utilizing effective recruitment strategies.

SCUSD celebrates being a Cradle to Career/PK-12 district and has the honor of having families enter the district at ages 0-5 years old. There will be an emphasis on fostering a welcoming environment to improve the rate of attendance for children in Infant/Toddler/PK programs. In services to a culturally and linguistically

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diverse population, SCUSD will strengthen its two-way communication system that provides translation services and builds partnerships with families and organizations within and across the community. ELC Recruitment Team will further analyze the root causes of recruitment and attendance challenges as well as develop innovative solutions to increase enrollment and student attendance.

School Readiness Goals: Progress Report

The Sacramento City Unified School District (SCUSD) is guided by the following Core Principles:

- We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.
- All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

It is SCUSD's primary goal to set PK students on a learning trajectory that will eventually allow them to graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice and to become contributing members of society as a result of gainful employment and entrepreneurship endeavors.

As a critical part of the district's learning continuum, SCUSD remains committed to cultivating the kinds of dispositions, approaches to learning, and "habits of mind" in PK students that are indicative of the district's commitment to children and their families. More recently, the department has had a laser-like focus on children's literacy and numeracy development and the kinds of developmentally appropriate curricular and assessment strategies that will result in enhanced teaching and learning and those that will predispose SCUSD children to the kind of appropriate rigor they are likely to encounter in elementary school.

Perpetuated by the reality that some of SCUSD's youngest students demonstrate disparities in the cognitive, oral language, literacy, and numeracy domains the moment they begin their trajectory in formal schooling, there has been increased emphasis on the need to align early learning curriculum to emphasize PK-3rd alignment. To this end, teachers are currently participating in professional learning that focuses on important elements and practices of PreK Math in partnership with WestEd Education. Such focus will assist teachers in their efforts to facilitate young children's learning and ultimately academic success as they proceed along SCUSD's learning continuum. Hence, teachers are already learning how to engage PK students with appropriate "math talk" and literacy experiences that are steeped in the effective implementation of the Creative Curriculum Early Literacy strategies.

To date, 12 teachers (cohorts 1 and 2), who now comprise a small WestEd. The PreK Math professional learning community has participated in the PreK Math Institute. Having completed the Institute in October 2024, these teachers continue to receive ongoing professional learning, mentoring, and coaching support as well as opportunities to observe a consultant/expert modeling effective early numeracy strategies. SCUSD's work is unprecedented and is on the cutting edge when compared to early numeracy afforded most PK students. Teachers, who are currently not focusing on PreK Math, are committed to providing learning experiences for children that will help them to acquire the requisite emergent numeracy skills. One significant outgrowth that has already been gleaned from the implementation of the Prek Math approach is teachers'

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)

decreased reliance on prescribed curriculum; teachers are already demonstrating an enhanced ability to be more creative and innovative when planning, delivering, and evaluating numeracy experiences for children. While the department has gotten off to a good start in this current grant cycle, it is expected that work in this arena will not come to full fruition until the culmination of this subsequent grant.

The following is DRDP Assessment results that support school readiness achievements in the five Early Learning Outcomes Domains as follow:

Analyzing DRDP Fall 2024 Data

This data looks at measures in each domain with the highest number of children scoring in the different levels of the DRDP. This identifies Key Findings to focus on at both the domain and the overall instrument level.

SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)

Domain	Exploring	Building	Integrating
Approaches to Learning	17% in (Earlier, Middle, or Later) ATL- REG-5: Self Control of Feelings and Behavior	31% in (Earlier, Middle, or Later) ATL-REG 4: Curiosity and Initiative in Learning	8% in (Earlier) ATL-REG 7: Shared Use of Space and Materials
Social Emotional Development	16% in (Earlier, Middle, or Later) SED 2: Social and Emotional Understanding	35% in (Earlier, Middle, or Later) SED 4: Relationships and Social Interactions with Familiar Adults	7% in (Earlier) SED 5: Symbolic and Sociodramatic Play
Language & Literacy Development	17% in (Earlier, Middle, or Later) LLD 5: Interest in Literacy	40% in (Earlier, Middle, or Later) LLD 8: Phonological Awareness	6% in (Earlier) LLD 6: Comprehension of Age- Appropriate Text
Cognition (Math and Science)	20% in (Earlier, Middle, or Later) COG 3: Number Sense of Quantity:	34% in (Earlier, Middle, or Later) COG 6: Patterning	3% in (Earlier) COG 2: Classification
Physical Development & Health	12% in (Earlier, Middle, or Later) PD-HLTH 5: Safety	41% in (Earlier, Middle, or Later) PD-HLTH 10: Nutrition	16% in (Earlier) PD-HLTH 6: Personal care Routines- Hygiene
FOCUS Areas			
	The highest % of children in above in RESPONDING is: 20%- Cognition	The highest % above in EXPLORING is: 41%- Physical Development- Health 40%- Language and Literacy	The highest % above in BUILDING is: 16%- Physical Development- Health

**SACRAMENTO COUNTY HEAD START / EARLY HEAD START
REFUNDING APPLICATION REQUIREMENTS
2025-2026 (YEAR 2 or 5)**

Develop a narrative that includes action steps the agency will take to support outcomes data. The plan can include domain or rating levels as key findings.

Approaches to Learning- Self Regulation results indicate that over 49% of students rating in the top levels of the DRDP, with 17% Exploring, 31% Building and 8% Integrating, is aligned with a much younger student population. These results are a representation of over 45% of the students being under the age of 3. A total of 301 who are currently younger 3-year olds. This developmental representation is carried out to the other domains as well. With Social Emotional Development at 49%, Language and Literacy Development at 47%, Cognition 46% and Physical Development & Health at 68%, all on the top rating levels.

Notwithstanding the evidence also includes data in the lower developmental ratings indicating a disparity between the highest student ratings and the lowest ratings. Examples such as 17% of students rated Exploring in Approaches to Learning, 16% in Social Emotional Development, 17% in Language & Literacy Development, 20% in Cognition and 12% in Physical Development & Health.

To address this possible misalignment/disparity in rating students the following will need to be review:

Lesson Plans will need to be reviewed on a monthly basis by Coordinators with teachers to make sure that activities and expectations are aligned with student’s developmental levels. Curriculum Modifications and alignment will need to be reviewed during Lesson Plans review by Coordinators. This can also be accomplished during the Curriculum Fidelity Staff Check-ins done by Coordinators.

Since the implementation of TK and ELC enrolling younger children with various developmental needs, staff need to pivot and realign their new paradigm to serve and instruct younger children. We want to be where 3-year olds are our specialty. We want the instructional staff to be confident educators for 3-year olds. With that being a plan, Professional Learning will need to be recalibrated to address the needs of our new 3-year old population.

SCUSD Preschool DRDP Data	
Domain	Fall 2024 % of children rating in the top 3 levels of the DRDP Building (M, L)/Integrating
<i>Approaches to Learning</i>	49
<i>Social-Emotional Development</i>	54
<i>Language and Literacy Development</i>	47
<i>Cognition, Math and Science</i>	46
<i>Physical Development</i>	68
<i>English Language Development</i>	(Building English, Integrating English Levels only) 15

EXHIBIT A-1

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS**

EARLY HEAD START - 09CH012795

2025-26 (Year 2 of 5)

Delegate: Sacramento City Unified School District **Delegate #:** 09CH012795 - 202

Street Address: 5735 47th Avenue **City:** Sacramento **Zip:** 95824

Head Start Director's Name: Mikako Fisher Hill **Phone:** 916-643-7850

Policy Council Chairperson: Angelina Mejia **Phone:** 707-319-7689

Street Address: 9292 Rose Parade Way **City:** Sacramento **Zip:** 95826

Federal Share:

PA 22 (EHS Basic)	\$ 732,177
PA 20 (EHS T/TA)	\$ 7,500

Local Share:

(25% of total Federal share or 20% of total program cost) \$ 184,919

Total Program Costs: \$ 924,596

Use one chart per program option for *each group of children served in different hours of service.*

Program Information – EHS/CCTR Center-Based 10 months	PA 22
(a) Number of children to be enrolled	8
(b) Child/Adult Ratio	4:1 toddler
(c) Number of handicapped children to be enrolled:	1
(d) Number of weeks per year that program will operate: First day of class: <u>08/27/2025</u> Last day of class: <u>06/11/2026</u>	36
(e) Number of classes:	1
(f) Number of classroom operation hours per day:	8
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	40
(i) Number of classroom operation days per year:	181

(j) Total number of hours per program year (f times i)	1448
(k) Number of teachers:	2
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides:	0
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2025-26 per FNS	\$14,463
(r) Center(s) / Classroom Loc ID (s) in this Option:	
1. Elder Creek 1838N	

Program Information – EHS/CCTR Center – Based 12 Months	PA 22
(a) Number of children to be enrolled	16
(b) Child/Adult Ratio	3:1 infant 4:1 toddler
(c) Number of handicapped children to be enrolled:	1
(d) Number of weeks per year that program will operate: First day of class: <u>08/01/2025</u> Last day of class: <u>07/31/2026</u>	47
(e) Number of classes:	2
(f) Number of classroom operation hours per day:	8
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	40
(i) Number of classroom operation days per year:	236
(j) Total number of hours per program year (f times i)	1,888
(k) Number of teachers:	4
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides: <i>To meet the required 1 adult: 3 child ratio for the Infant classroom, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher and never left alone with the children.</i>	0
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2024-25per FNS	\$37,175
(r) Center(s) / Classroom Loc ID (s) in this Option:	

1. American Legion 1894M
2. American Legion 1894N

Summary of Program Options: Early Head Start (Please add rows as needed)	
Center-Based Funded Enrollment:	
Option 1 - EHS/CCTR Center Based 10 Month	8
Option 2 - EHS/CCTR Center Based 12 Month	16
Total Early Head Start Funded Enrollment	24

EXHIBIT A-1

**SUMMARY OF FEDERAL FUNDS, CHILDREN TO BE SERVED,
CHILD-ADULT RATIO, AND PROGRAM OPTIONS**

HEAD START - 09CH012795

2025-26 (Year 2 of 5)

Delegate: Sacramento City Unified School District	Delegate #: 09CH012795 - <u>002</u>
Street Address: 5735 47 th Avenue	City: Sacramento Zip: 95824
Head Start Director's Name: Mikako Fisher Hill	Phone: 916-643-7850
Policy Council Chairperson: Angelina Mejia	Phone: 707-319-7689
Street Address: 9292 Rose Parade Way	City: Sacramento Zip: 95826

Federal Share:

PA 22 (HS Basic)	\$ 6,158,736
PA 20 (HS T/TA)	\$ 31,200

Local Share:
(25% of total Federal share or 20% of total program cost) \$ 1,547,484

Total Program Costs: \$ 7,737,420

Use one chart per program option for *each group of children served in different hours of service.*

Program Information – Program Option 1: HS/CSPP Wrap (LDO)	PA 22
(a) Number of children to be enrolled	552
(b) Child/Adult Ratio	8:1
(c) Number of handicapped children to be enrolled:	55
(d) Number of weeks per year that program will operate: First day of class: <u>08/27/2025</u> Last day of class: <u>06/11/2026</u>	36
(e) Number of classes:	29
(f) Number of classroom operation hours per day:	M-Th 6.5 & F 3.75
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	29.75
(i) Number of classroom operation days per year:	181

(j) Total number of hours per program year (f times i): Note: 132 days at 6.5 hours and 49 days at 3.75 hours for Fridays and HV/Parent Conferences.	1041.75
(k) Number of teachers:	29
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	NA
(n) Number of paid teacher aides: To meet the required 1 adult: 8 child ratio, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher or Assistant Teacher and are never left alone with the children.	29
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2025-26 per FNS	\$887,039.16
(r) Center(s) / Classroom Loc ID (s) in this Option:	
<ol style="list-style-type: none"> 1. Abraham Lincoln 1852R 2. Bowling Green Chacon 1828R 3. Bowling Green McCoy 1829R 4. Charles A Jones Skills Center 1834R 5. Clayton B. Wire (Pacific) 1824R 6. Camellia 1861R 7. Edward Kemble 1804R 8. Earl Warren 1803R 9. Ethel I Baker 1806R 10. Ethel Phillips 1805R 11. Father Keith B Kenny 1807R 12. Golden Empire 1858R 13. H.W. Harkness 1811R 14. Hiram Johnson 1851R 15. John Bidwell, Rm 22 1813R 16. James Marshall 1831R 17. John Cabrillo 1846R 18. John D Sloat 1832R 19. John Still 1848R 20. Leataata Floyd 1812R 21. Lisbon 1891R 22. Martin Luther King Jr. 1892R 23. Nicolas 1826R 24. Oak Ridge 1817R 	

- 25. Parkway 1827R
- 26. Peter Burnett 1819R
- 27. Susan B. Anthony 1820R
- 28. Woodbine 1857R
- 29. Washington 1837R

Program Information – Program Option 2: - HS/CSPP FULL DAY 12-MO	PA 22
(a) Number of children to be enrolled	40
(b) Child/Adult Ratio	8:1
(c) Number of handicapped children to be enrolled:	4
(d) Number of weeks per year that program will operate: First day of class: <u>08/01/2025</u> Last day of class: <u>07/31/2026</u>	47
(e) Number of classes:	2
(f) Number of classroom operation hours per day:	7
(g) Number of classroom operation days per week:	5
(h) Number of classroom operation hours per week (f times g):	35
(i) Number of classroom operation days per year:	236
(j) Total number of hours per program year (f times i)	1,652
(k) Number of teachers:	2
(l) Number of teacher hours per week:	40
(m) Number of double sessions (same HS teacher in AM and PM class):	N/A
(n) Number of paid teacher aides: <i>To meet the required 1 adult: 8 child ratio, SCUSD employs Child Care attendants (CCA) as the 3rd adult in the classroom. CCAs are under the supervision of a qualified Teacher or Assistant Teacher and never left alone with the children.</i>	2
(o) Number of home visits per year:	2
(p) Number of hours per home visit:	1.5
(q) Anticipated USDA (CCFP) food reimbursement: remains the same for 2024-25per FNS	\$94,286.72
(r) Center(s) / Classroom Loc ID (s) in this Option:	
<ul style="list-style-type: none"> 1. Elder Creek 1838T 2. Hiram Johnson 1851T 	

Summary of Program Options: Head Start (Please add rows as needed)	
Center-Based Funded Enrollment:	
Option 1 - HS/CSPP Wrap (LDO)	552
Option 2 - HS/CSPP Full Day 12 Month	40
Total Head Start Funded Enrollment	592

EXHIBIT E - IDENTIFICATION OF EARLY HEAD START CENTERS

Delegate: Sacramento City Unified School District
 (Center Based 10 mo) 181 Days
 (Center Based 12 mo) 236 Days

Length of Operating Year (must agree with Exhibit A Calendar):
 First Day of Class: 8/27/25 Last Day of Class: 6/11/26
 First Day of Class: 8/01/25 Last Day of Class: 7/31/26

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
American Legion 1894M <i>(Infant)</i>	3801 Broadway Sacramento, CA 95817	Monday - Friday 7:45-3:45 PM	1	8	American Legion 3801 Broadway
1894N <i>(Toddler)</i>		Monday - Friday 7:45-3:45 PM	1	8	
Elder Creek 1838N 10 months	7800 Lemon Hill Avenue Sacramento, CA 95824	Monday - Friday 7:30-3:30	1	8	Elder Creek 7800 Lemon Hill Avenue
Total - 2 Sites			3	24	

EXHIBIT E - IDENTIFICATION OF HEAD START CENTERS

Delegate: Sacramento City Unified School District
 (HS/CSPP Wrap LDO) 181 Days
 (HS/CSPP Full-day 12-mo) 236 Days

Length of Operating Year (must agree with Exhibit A Calendar):
 First Day of Class: 8/27/25 Last Day of Class: 6/11/26
 First Day of Class: 8/01/25 Last Day of Class: 7/31/26

Classroom/Center Name	Location Street Address, City, State, Zip	Days of Operation/ Operating Hours	No. of Classes	No. of Children	Name & Address of Kitchen (School) Site Providing Food Service
Abraham Lincoln 1852T <i>(Wrap)</i>	3324 Glenmoor Drive Sacramento, CA 95827	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Abraham Lincoln 3324 Glenmoore Drive
Bowling Green Chacon 1828R <i>(Wrap)</i>	6807 Franklin Drive Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Bowling Green 6807 Franklin Drive
Bowling Green McCoy 1829R <i>(Wrap)</i>	4211 Turnbridge Drive Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Bowling Green 4211 Turnbridge Drive
CAJ Skills Center 1834R <i>(Wrap)</i>	5451 Lemon Hill Ave Sacramento, CA 95824	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Central Kitchen 3101 Redding Ave
Camelia 1861R <i>(Wrap)</i>	6600 Cougar Drive Sacramento, CA 95828	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Camelia 6600 Cougar Drive
Clayton B. Wire 1824R (Pacific) <i>(Wrap)</i>	100 El Paraiso Ave Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	Clayton B Wire 100 El Paraiso Ave

Earl Warren 1803R <i>(Wrap)</i>	5420 Lowell Street Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Earl Warren 5420 Lowell Street
Edward Kemble 1804T <i>(Wrap)</i>	7495 29 th Street Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Edward Kemble 7495 29 th Street
Elder Creek 1838T <i>(Full Day 12 mo)</i>	7800 Lemon Hill Avenue Sacramento, CA 95824	Monday – Friday 8:00 – 3:00 PM	1	20	Elder Creek 7934 Lemon Hill Avenue
Ethel I. Baker 1806R <i>(Wrap)</i>	5717 Laurine Way Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Ethel I. Baker 5717 Laurine Way
Ethel Phillips 1805R <i>(Wrap)</i>	2930 21 st Avenue Sacramento, CA 95820	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	20	Ethel Phillips 2930 21 st Avenue
Fr. Keith B Kenny 1807R <i>(Wrap)</i>	3525 MLK Jr Blvd Sacramento, CA 95817	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Fr. Keith B Kenny 3525 MLK Jr Blvd
Golden Empire 1858R <i>(Wrap)</i>	9045 Canberra Drive Sacramento, CA 95826	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Golden Empire 9045 Canberra Drive
Hiram Johnson 1851R <i>(Wrap)</i>	3535 65 th Avenue Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Hiram Johnson 6879 14 th Avenue
1851T <i>(Full Day 12 mo)</i>		Monday – Friday 8:00 – 3:00 PM	1	20	

HW Harkness 1811R <i>(Wrap)</i>	2147 54 th Avenue Sacramento, CA 95822	Monday – Thursday 8:45 – 3:15 PM Friday 8:45 – 12:30 PM	1	20	H. W. Harkness 2147 54 th Avenue
James W. Marshall 1831T <i>(Wrap)</i>	9525 Goethe Road Sacramento, CA 95827	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	James W. Marshall 9525 Goethe Rd
John Bidwell 1813T <i>(Wrap)</i>	1730 65 th Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	John Bidwell 1730 65 th Avenue
John Cabrillo 1846R <i>(Wrap)</i>	1141 Seamas Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	John Cabrillo 1141 Seamas Avenue
John Sloat 1832R <i>(Wrap)</i>	7525 Candlewood Way Sacramento, CA 95822	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	20	John Sloat 7525 Candlewood Way
John Still 1848R <i>(Wrap)</i>	2200 John Still Drive Sacramento, CA 95832	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	John Still 2200 John Still Drive
Leataata Floyd 1812R <i>(Wrap)</i>	401 McClatchy way Sacramento, CA 95818	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Leataata Floyd 401 McClatchy Way
Lisbon 1891R <i>(Wrap)</i>	7555 S. Land Park Drive Sacramento, CA 95831	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 12:15 PM	1	16	Lisbon 7555 S. Land Park Drive
Martin Luther King Jr. 1892R <i>(Wrap)</i>	480 Little River Way Sacramento, CA 95831	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Martin Luther King Jr. 480 Little River Way

Nicholas 1826R <i>(Wrap)</i>	6601 Steiner Drive Sacramento, CA 95823	Monday – Thursday 8:30 – 3:00 PM Friday 8:30 – 11:30 AM	1	20	Nicholas 6601 Steiner Drive
Oak Ridge 1817R <i>(Wrap)</i>	4501 MLK Jr Blvd Sacramento, CA 95820	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:00 AM	1	20	Oak Ridge 4501 MLK Jr Blvd
Parkway 1827R <i>(Wrap)</i>	4720 Forest Parkway Sacramento, CA 95823	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Parkway 4720 Forest Parkway
Peter Burnett 1819R <i>(Wrap)</i>	6032 36 th Avenue Sacramento, CA 95824	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Peter Burnett 6032 36 th Avenue
Susan B. Anthony 1820R <i>(Wrap)</i>	7864 Detroit Blvd. Sacramento, CA 95832	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	16	Susan B. Anthony 7864 Detroit Blvd.
Washington 1837T <i>(Wrap)</i>	520 18 th Street Sacramento, CA 95814	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Washington 520 18th Street
Woodbine 1857R <i>(Wrap)</i>	2500 52 nd Avenue Sacramento, CA 95822	Monday – Thursday 8:00 – 2:30 PM Friday 8:00 – 11:45 AM	1	20	Woodbine 2500 52 nd Avenue
30 Sites			31	592	

31 Classes – 29 Wraps, 2 Full Day 12 months

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

INSTRUCTIONS: Based on your agency’s Self-Assessment results, please develop an action plan to address findings described in the “Program Opportunities” section of the Self-Assessment report.

<i>Action Steps:</i>	<i>Responsible Person(s)/Unit</i>	<i>Start Date</i>	<i>Progress Update</i>	<i>Complete Date</i>
<i>I. EDUCATION, MENTAL HEALTH AND DISABILITIES</i>				
Education and Child Development Program Services: 1302.32 Curricula (a)(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation with fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.				
Review the expectations for timeline completion and documentation.	Coordinators Teachers	July 2025		
Improve systems for providing classrooms with up-to-date IEPs.	Coordinators Child Development Specialists Data Technician	July 2025		
Monitor how classroom staff are addressing/ documenting children with special needs.	Coordinators Teachers	August 2025 and ongoing		
Work with staff individually and in professional learning about follow-up and documenting.	Coordinators Teachers	August 2025 and ongoing		
Meet with Special Education Preschool Team to revisit follow up protocols with Special Education.	Coordinators SPED Preschool Team	August 2025 and ongoing		
Health Program Services: 1302.41 Collaboration and communication with parents (a) For all activities described in this part, programs must collaborate with parents as partners in the health and well-being of their children in a linguistically and culturally appropriate growth manner and communicate with parent about their child’s health needs and development concerns in a timely and effective manner				
Host a special education family engagement workshop and collaborate with the Special Education Department.	Coordinators Parent Advisor School Community Liaison	August 2025 and ongoing		

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

	Clinicians			
II. PARENT AND FAMILY AND COMMUNITY ENGAGEMENT				
Family and Community Engagement Program Services: 1302.50 <u>Family engagement approach</u> (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services, and resources that support family well-being, including family safety, health, and economic stability				
Work with School Community Liaison to ensure that what is in written form is consistent with Child Plus and that processes are updated to ensure signatures are gathered.	Coordinators School Community Liaison	August 2025 ongoing		
III. SAFE ENVIRONMENTS, HEALTH AND NUTRITION				
Health Program Services: 1302.47 Safety practices (1) <u>Facilities</u> . All facilities where children are served, including areas for learning, playing, and sleeping, toileting, and eating are at minimum: (i) Meeting licensing requirements in accordance with 1302.21(d)(1) and 1302.23(d)				
Work with the Health Team to address procedures for follow up with health events, blood pressure, physical/dental not in file when CNT is documented and the reason why for H/V screenings, dates/signature for forms that were previously on documents.	Coordinators Health Team	July 2025 ongoing		
Work with the Health Team to address procedures for collection of blood lead, hemoglobin, nutrition services documented in the file/Child Plus and follow up.	Coordinators Health Team	July 2025		
Review of family meal style procedures and serving meals.	Coordinators Classroom Staff	August 2025 and ongoing		
Working with staff to properly complete the meal count sheets (blue sheets)	Coordinators Classroom Staff	August 2025 and ongoing		
Health Program Services: 1302.47 Safety practices (2) <u>Equipment and materials</u> . Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards set by the Consumer Product Safety Commission				

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

Ensure all sites have a thermometer.	Coordinators Classroom Staff	August 2025 and ongoing		
IV. ERSEA				
NOTE: This section must also address your agency's Enrollment Action Plan				
Eligibility, Recruitment, Selection, Enrollment, and Attendance: 1302.15 Enrollment (2) Funded enrollment. A program must maintain its funded enrollment level and fill any vacancy as soon as possible. A program must fill any vacancy within 30 days.				
At Pre-service, attendance procedures will be reviewed.	Coordinators Teachers	July 2025		
Program procedures for attendance follow up will be reviewed and updated.	Coordinators Child Development Specialists	August 2025 ongoing		
EHS - program flyers will be distributed to SCOE and Alta to promote enrollment to increase service of students with special needs.	Coordinators Child Development Specialists	August 2025 ongoing		
Accurate record keeping and data entry will be a standing agenda item at ERSEA meetings.	Coordinators Child Development Specialists	August 2025 ongoing		
Pre-service will discuss confidentiality and safe record keeping.	Coordinators	August 2025		
Pursuing Child Plus waitlist system and procedures for in person and online access.	Coordinators Data Technician Child Development Specialists	Current and ongoing		
Remind parents to use full legal signatures when signing in and out.	Coordinators Teachers	July 2025 and ongoing		
Review absence reporting procedures about contacting families within the hour.	Coordinators Teachers	August 2025 and ongoing		

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

V. GOVERNANCE

Eligibility, Recruitment, Selection, Enrollment, and Attendance: 1302.12 Determining, verifying, and documenting eligibility (1) Training on Eligibility. A program must train all governing body, policy council, management, and staff who determine eligibility on applicable federal regulations and program policies and procedures Training must, at minimum (ii) Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy

Develop an annual orientation, governance and eligibility training, and strategic opportunities for participation	Parent Advisor Coordinators Child Development Specialists	August 2025 and ongoing		
Recruit to increase parent involvement at every site to ensure representation	Parent Advisor Coordinators Teachers	August 2025 and ongoing		

VI. FISCAL

Program Management and Quality 1302.101 Management system (a) Implementation. (1) Ensures a program, fiscal, and human resource management structure that provides effective management and oversight of all program areas and fiduciary responsibilities to enable delivery of high-quality services in all of the program services described in subparts C, D, E, F, G, and H of this part; (4) Maintains an automated accounting and record keeping system adequate for effective oversight.

Organize and facilitate trainings on various database systems (e.g., ChildPlus)	Data Technician Child Development Specialist	August 2025 and ongoing		
Monitor budgets, maintain fiscal reports, manage grants, and maintain records	Fund Specialist Program Technician Coordinators Assistant Superintendent	August 2025 and ongoing		

VII. HUMAN RESOURCES

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Self-Assessment Program Improvement Plan (PIP)
2024-2025

Program Management and Quality 1302.101 Management system (a) Implementation. (a)(2) Provides regular and ongoing supervision to support individual staff professional development and continuous improvement; (3) Ensures budget and staffing patterns that promote continuity of care for all children enrolled, allow sufficient time for staff to participate in appropriate training and professional development, and allow for provision of the full range of services described in subparts C,D, E, F, G, and H of this part

Recruit, screen, interview, hire, and onboard new members to fill positions (e.g., Instructional Aides)	Coordinators Child Development Specialists	July 2025		
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Sacramento City Unified School District 2024-2025 Self-Assessment Summary of Results

BACKGROUND: The Sacramento City Unified School District (SCUSD) is committed to providing high-quality educational experiences and equitable support for every child. SCUSD believes that student achievement begins at the foundational level. To foster school **readiness**, early learning programs are focused on building a strong foundation for academic success and social emotional development. SCUSD children and families enter our district's educational system as young as 3-5 years old. During this time, young students are building literacy skills, cognitive development, and motor skills. Early learning and care closes the opportunity gap! SCUSD's Early Learning and Care Department team has begun the self-assessment process for Head Start and the California State Preschool Program (CSPP). The following is the purpose, process, and timeline:

PURPOSE:

Head Start Performance Standard 1304.1 Program self-assessment and monitoring:

“(a)Section 641A(c) of the Act requires the Secretary to monitor whether a grantee meets program governance, program operations, and financial and administrative standards described in this regulation and to identify areas for improvements and areas of strength as part of the grantee’s ongoing self-assessment process. This subpart focuses on the monitoring process. It discusses areas of noncompliance, deficiencies, and corrective action through quality improvement plans.”

PROCESS:

The Leadership Team consists of the four program coordinators who serve as content area leads and the Data Information Technician. This team leads a Self-Assessment Review Team made up of diverse representatives across content areas to ensure a comprehensive evaluation of program effectiveness. The review team collects and analyzes various data sources, including parent surveys, CLASS, DRDP, ASQ, enrollment data, attendance data, and content area reports covering education, disabilities, mental health, health/nutrition, family engagement, and ERSEA. Throughout December and January, the team shares progress updates and preliminary findings to assess trends and identify areas of concern. These findings directly inform the Program Improvement Plan, which guides the quality improvement cycle.

The Leadership Team analyzes data reports from Child Plus, PIR, and other sources to update systems using the Written Service Area Plan. The finalized plans are submitted to the Policy Council (PC) in March followed by the Board of Education and SETA. The Leadership Team oversees ongoing implementation, monitors progress, and makes necessary adjustments to ensure continuous program improvement. As part of our Self-Assessment Monitoring Plan, we recognize the importance of identifying program strengths in addition to areas for growth. This ensures a balanced and reflective evaluation of our Head Start program’s effectiveness.

REVIEW TEAM:

The Self-Assessment Review Team consists of diverse representatives from various Head Start content areas, ensuring a comprehensive and collaborative approach to program evaluation. Each team is led by a Team Lead and a Coordinator who guide discussions, data review, and analysis to identify strengths and areas for improvement. The teams include individuals from education, disabilities, family engagement, ERSEA, mental health, health/nutrition, and program management, providing well-rounded perspectives in the self-assessment process. The two nurses participated in all teams to provide support and ensure a clear understanding of the health content during the monitoring process.

Team Assignments:

- ❖ **Team #1:** Doris Reese, Rumi Nozue, Mahelet Barrera
- ❖ **Team #2:** Christina Roselli, Linda Ramos, Sylvia Rincon
- ❖ **Team #3:** Dr. Angelle Carson, Schonette Walker, Marissa Floyd
- ❖ **Team #4:** Lorena Poon, May Song, Wendy Brown

TIMELINE:

September

- Safety & Supervision Plans
- Health & Safety Checklist

October

- Delegate Kickoff with SETA: Program Goals Overview

November

- SCUSD/SETA Review Meeting
- Leadership Team Program Planning Meeting
- PC Election

January

- Develop Self-Assessment Team; assign groups
- Self-Assessment Team conducts site visits, observations, and file assessments
- Self-Assessment Team discusses preliminary findings and recommendations Grant Planning with SETA
- Self-Assessment Team data summaries due
- DRDP Data Review with Teaching Teams
- Leadership Team analyzes preliminary findings and recommendations
- Update Written Service Area Plan
- Leadership Team analyzes data findings, MCQI, CAP, and PIP reports
- Teacher/Parent survey distributed

February

- Action Plan components due
- Grant draft components due

March

- Submission to Policy Council & Board of Education
- Submit Self-Monitoring Plan and Program Improvement Plan to SETA.

PROGRAM STRENGTHS:

- **Education, Mental Health, and Disabilities**
 - Classrooms are implementing Creative Curriculum 6th Edition Cloud with fidelity.

- Successfully implemented the Fidelity Tool to monitor and support curriculum implementation.
 - A total of 12 school sites and teachers participated in WestEd Pre-K Math (Year 2), showing positive increases in student math knowledge.
 - Clinicians provide small group and 1:1 therapeutic services to enrolled families, ensuring individualized support.
 - Comprehensive wellness newsletters are shared monthly with families and staff, offering a variety of mental health resources.
 - The MTSS - COST (Coordination of Services Team) meets regularly to review students needing additional support, including those with and without IEPs.
 - Approximately 160 children are receiving special education services, with the majority receiving speech therapy.
 - There has been a decrease in parent/guardian concerns related to disability services, demonstrating improved communication and service delivery.
- **Family and Community Engagement**
- The School Community Liaison responds promptly to family requests for services, ensuring timely support.
 - A priority flow chart was developed to address the most urgent family needs first, improving efficiency and responsiveness.
 - Increased focus on family involvement by promoting in-classroom volunteering and at-home engagement.
 - Families were reintroduced to In-Kind forms and educated on various ways to contribute from home.
 - Family participation in In-Kind activities has more than doubled compared to the 2023-24 school year.
 - Hosted ongoing Family Fun Days to encourage quality bonding time between children and caregivers that strengthen the home school connection.
- **Safe Environments, Health, and Nutrition**
- Shared mealtimes encourage social interaction, teaching table manners, sharing, and respect for others.
 - Parent education on nutrition that fosters healthy family meal planning and eating habits at home.
 - Nurses provide ongoing nutrition information to classrooms, reinforcing healthy habits.
 - A new school nurse was hired to support both Head Start and Early Head Start, enhancing health services for children and families.
 - The school nurse trains to strengthen expertise in early childhood health and nutrition.
 - Regularly met with Nutrition Services to review and discuss menu options, ensuring open communication and continuous improvement.
- **ERSEA**
- ETS reports are consistently completed each week, allowing for tracking classroom numbers and identifying where additional support is needed.
 - Child Development Specialists in enrollment remain dedicated and work consistently to increase enrollment.
 - Community recruitment efforts include distributing program flyers and promoting enrollment.
 - A recruitment spreadsheet was created, along with business cards featuring a QR code for easier access to enrollment information.
- **Governance**
- Policy Council meetings are held at the Hiram Johnson Family Education Center, which has been redesigned to be a welcoming place for families.

- PC materials are provided to families, classrooms, and SETA in a timely manner, meeting all governance regulations.

AREAS FOR GROWTH:

The areas for growth are outlined in the attached Program Improvement Plan, which includes detailed action steps, assigned personnel, and start dates. This document provides a structured approach to addressing identified challenges and ensuring continuous program improvement.

GOALS & OBJECTIVES

Education and School Readiness

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/24-7/31/25	
GOAL # 1	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.
OBJECTIVE 1	Implementing an integrated curriculum that addresses the essential domains of school readiness implementation with fidelity with an emphasis in language and literacy, English Language Development and strengthening social-emotional pedagogy to improve student outcomes.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Instructional staff will demonstrate fidelity to curriculum (e.g., Creative Curriculum, Teaching Pyramid, Kimochis for social-emotional learning). 2. Instructional staff will demonstrate an increased knowledge on how to collect student evidence/data. 3. Management will demonstrate knowledge on individual teacher's level of curriculum implementation and level of fidelity. 4. Identified instructional staff will be provided opportunities for instructional support and coaching. 5. Instructional staff will demonstrate an increased knowledge on Language and Literacy Development and English Language Development pedagogy practices.
Year 1 Expected Outcomes	<ol style="list-style-type: none"> 1. Instructional staff will demonstrate fidelity to curriculum by increasing baseline scores to 75%. 2. Instructional staff will demonstrate improvement in the collection of student evidence/data. No more than five (5) ratings per evidence entered in Learning Genie. 3. Management will complete the Fidelity Tool and meet with instructional staff to create a plan of action. 4. Number of staff participating in Instructional coaching opportunities. 5. Instructional staff will have opportunities to participate in language development and English Language Development training and coaching.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Curriculum Fidelity Tool outcomes; classroom walkthroughs to observe implementation of Creative Curriculum, Teaching Pyramid, Kimochis) 2. Learning Genie student data/evidence report 3. CLASS 4. DRDP Classroom Data
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	<ol style="list-style-type: none"> 1. The completing of the Fidelity Tool is in progress and expected outcomes will be reported in May. However, 100% of all preschool teachers are using the Creative Curriculum Cloud. The Cloud is designed to guide instruction to Fidelity. 2. Learning Genie requires teachers to provide evidence for all ratings and limits the same evidence to no more than five (5) ratings. 3. CLASS scores are pending.

Year 1 of 5 - Closeout

<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>Comprehensive CLASS data.</p>	
<p>Expected Challenges/How you might address them</p>	<p>1. Limited staff to conduct ongoing classroom monitoring; Solution: Create a monitoring calendar for the year, include as a standing Agenda for Management to review progress. 2. Professional Learning is uninformed, not meeting all instructional needs of staff. Solution: Take advantage of staff training opportunities provided by SCOE and SETA. Increase participation by providing release time for teachers. 3. Staff participation in workshops and training. Solution: Design training opportunities within their contracted time.</p>	
<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Negotiate Professional Learning to take place on Thursdays to be aligned with the rest of the district's PL calendar. This will allow our preschool teachers to better collaborate with TK and Kinder teachers. All professional learning offerings are within teachers contracted hours.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Create a heatmap analysis, using CLASS scores to identify instructional staff/classroom with need.</p>	<p>Data Application Specialist</p>	<p>November 2024</p>
<p>2. Provide Instructional coaching to identified teachers who need assistance.</p>	<p>Coordinators</p>	<p>October 2024</p>
<p>3. Complete the Creative Curriculum Fidelity Tool annually.</p>	<p>Coordinators</p>	<p>Ongoing</p>
<p>4. Coordinate professional learning opportunities.</p>	<p>Coordinators</p>	<p>Ongoing</p>
<p>5. Facilitate discussions about students' social-emotional development and organize group sessions for Teachers to discuss positive behavior interventions.</p>	<p>Clinicians</p>	<p>September 2024</p>
<p>6. Implement Teaching Pyramid Strategies and offer Multi-tiered System of Support.</p>	<p>Teachers</p>	<p>August 2024</p>

Year 1 of 5 - Closeout

<p>OBJECTIVE 2</p>	<p>Strengthening parents/guardians school readiness competencies and family partnerships that are culturally responsive, reflecting the community/families' demographics.</p>
<p>Measurable Outcomes (Upon completion of Objective)</p>	<ol style="list-style-type: none"> 1. Parents/guardians will demonstrate knowledge/understanding of social emotional development. 2. Parent/guardians will participate in Home Visits to strengthen their knowledge about their child's development. 3. Parent/guardians will utilize Ready Rosie parent education videos. 4. Parents will receive information in their primary language (for any language population that exceeds 15%)
<p>Year 1 Expected Outcomes</p>	<ol style="list-style-type: none"> 1. Child Development Milestones Workshop Attendance Numbers - 25 parents annually 2. 75% of enrolled families will partake in Home Visits. 3. 50% of enrolled families are viewing Ready Rosie videos annually. 4. Parent education information and resources are available in various languages to reflect student population.
<p>Data, Tools, or Methods for Tracking Progress</p>	<ol style="list-style-type: none"> 1. Parent Survey - Survey Results and workshop attendance report 2. Home Visiting Verification Forms - Completed and signed by the parent. 3. Ready Rosie Data - Monthly Data Review 4. Track and monitor home visits and parent conference information.
<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<ol style="list-style-type: none"> 1. Child Development Milestones Workshop Attendance Numbers - Pending 2. 75% of enrolled families have received a home visit. 3. More than 50% of enrolled families are viewing Ready Rosie videos. 4. Parent education information and resources are available in various languages to reflect student population.
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<ol style="list-style-type: none"> 1. Child Development and SPED Milestones Workshop offerings to parents.
<p>Expected Challenges/How you might address them</p>	<ol style="list-style-type: none"> 1. Workshop attendance can be a challenge. Solution: Provide workshops in person and virtual models for families to select. 2. Home Visits can be uncomfortable to some families. Solutions: Inform and communicate with families of the benefits of a home visit and developing close relationship with their teacher and what to expect during a home visit. 3. Not all families are active in Ready Rosie. Solution: Promote Ready Rosie to include the link in all communications to families. 4. Availability of translation services. Solution: Translate materials to languages requested only.
<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Provide parent workshops via Zoom as in person workshops are no longer popular with busy families.</p>

Year 1 of 5 - Closeout

ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Provide enrolled parents information about social emotional milestones and Teaching Pyramid.	Teachers, Coordinator	Ongoing
2. Parents will receive a calendar with dates and information about home visits and parent conferences.	Teacher, Coordinator	Ongoing as part of enrollment
3. Parents will receive scheduled invitations with a link to register for Ready Rosie.	Data Technician	Ongoing upon enrollment
4. Provide parent documents available in their home language as possible.	Teachers, Parent Advisor, School Community Liaison, Child Development Specialists	Ongoing

GOALS & OBJECTIVES

Health and Safety

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/2024-7/31/2025	
Goal #2	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.
OBJECTIVE 1	Increase stakeholder awareness of health, safety, and well-being of children birth to age 5 by building authentic partnerships through ongoing communication and collaboration.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Increase the number of community partnerships to ensure stakeholders know about Pre-K programs and offered resources. 2. Increase communication with families regarding children's blood lead levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based organizations by sharing information to families via Child Plus and Learning Genie. 4. Increase all ELC staff awareness of community resources.
Year 1 Expected Outcomes	<ol style="list-style-type: none"> 1. 100% of stakeholders will know about Pre-K programs as measured by a survey. 2. 100% of teachers will implement the Safety and Supervision Plan. 3. Increase the number of community-based organizations partnerships by 25%. 4. 100% of all ELC will be aware of community resources as measured by a survey.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Child Plus 2. PIR Data 3. Quarterly Reports 4. Accountability Calendar
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	<p>EHS: The Early Head Start Program officially opened on June 24, 2024.</p> <p>HS: Three of Year 1 Expected Outcomes were met:</p> <ol style="list-style-type: none"> 1. 100% Safety and Supervision Plans were implemented by teachers. 2. We have increased our community-based organizations partnerships by 25%. 3. 100% of ELC are aware of the community resources available.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	Additional items expected to be completed or accomplished by June 2025 is to reach 100% of stakeholders knowing about our Pre-K Programs.
Expected Challenges/How you might address them	<p>Expected Challenges:</p> <p>Combined pressures and anxiety among staff and needing to complete PIR Data in a timely manner.</p> <p>Solution:</p> <p>Foster positive relationships with and among staff, encouraging the development of coping skills by providing stable and supportive care.</p>

<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Challenges encountered were related to ongoing communication and time management. Our program will address these challenges to improve communication with stakeholder groups by setting up regularly scheduled meetings to align our efforts, build authentic partnerships, and ensure families receive quality services.</p>	
<p>ACTIONS/STRATEGYIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Continue to use live messenger to communicate with families with missing blood lead results. Email will be sent to families by the Child Development Specialists (CDS)</p>	<p>Child Development Specialist, ERSEA Coordinator, Nurses</p>	<p>September 2024</p>
<p>2. Nurses to follow-up with medical providers with a high rate of missing blood lead results on physical exams</p>	<p>Nurses, ERSEA Coordinator</p>	<p>Fall 2024 and Spring 2025</p>
<p>3. Include all ELC staff in communication</p>	<p>All ELC Staff</p>	<p>September 2024</p>
<p>4. Identify regional resource hubs.</p>	<p>School Community Liaison</p>	<p>September 2024</p>
<p>OBJECTIVE 2</p>	<p>Increase the percentage of collected blood lead levels, heights and weights, and up-to-date physical exams for children enrolled in program.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Data collected will show a 1% increase in blood lead results from following year. 2. 5% increased number of collected physicals for children enrolled in the program. 3. To measure 100% of children heights and weights to calculate body mass index.</p>	
<p>Year 1 Expected Outcomes</p>	<p>1. To increase the collected blood level for children enrolled in the program by 10%. 2. To increase the percentage of collected heights and weights for children enrolled in the program by 3%. 3. To increase the number of collected up-to-date physical exams for children in our program by 5%.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. Child Plus 2. PIR Data and Quarterly Reports 3. Accountability Calendar</p>	

<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<p>EHS: The Early Head Start Program officially opened on June 24, 2024, therefore there is no growth comparison for the year of 2023-2024 to EHS: 2024-2025.</p> <ol style="list-style-type: none"> 1. The percentage of blood level for children enrolled in program is currently 93%. 2. The percentage of EHS heights and weights are at 100% 3. Number of collected up-to-date physicals exams for children in EHS program is 100%. <p>Head Start:</p> <ol style="list-style-type: none"> 1. There were no increase for blood level the percentage remained at 76% to date we anticipate by the end of the end a 1% increase 2. The percentage for heights and weights decreased by 1%, the current percentage for heights and weights is 97%. 3. Physical exams were increased by 1%, and is currently at 94%. 	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>Additional items expected to be completed or accomplished by the end of June 2025 is to be at 85% with blood levels, heights and weights, and physical exams will be at 100%</p> <ol style="list-style-type: none"> 1. Blood Lead Levels ensuring that all children are screened for lead exposure as required by health guidelines or local regulations. 2. Heights & Weights regularly monitored and record the growth of each child to ensure they are meeting typical growth milestones. 3. Physical Exams: Ensuring that each child has an up-to-date physical exam, which can include checks for general health, immunizations, and developmental milestones. Set specific dates for when blood level and physical exams are scheduled, and when heights and weights will be taken. 	
<p>Expected Challenges/How you might address them</p>	<p>Expected Challenges: Not having the forms and physical exam forms turned in from parents in a timely manner. Heights and weights may not be documented on the physical exam form given by child's doctor.</p> <p>Solution: Continual monitoring of the incoming physical forms, conduct heights and weights in the classroom on children who are missing the height and weight component on the physical exam form. Make follow-up calls and send out reminder letters to remind parents of the importance of returning the child's physical exam form with all completed information from the physician.</p>	
<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Challenges encountered were</p> <ol style="list-style-type: none"> 1. Unscheduled doctor appointments for physical exams. 2. Delayed or incomplete exam form submissions at enrollment. 3. Missing height and weight information on physical exams forms. <p>Our program will address these challenges by having teachers assist with gathering height and weight information if missing from physical exam form. Also by emphasizing the communication with families reminding them of the importance of returning the completed exam forms on time, and highlighting the specific information needed like the height and weight details. Send reminders or provide a list of available local clinics or doctors to help families schedule their physical exams earlier in the process. Offer flexibility in certain cases, and provide extra assistance in scheduling appointments, could help families who face challenges with timing.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 2</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>

Year 1 of 5 - Closeout

1. Continue to use Live Messenger to communicate with families of missing blood lead results, heights and weights, and physicals.	Child Development Specialists, Nurses, Coordinator	September 2024
2. Follow-up with medical providers with a higher rate of missing blood lead results on physical exams.	Nurses	September 2024 and Spring 2025
3. Send missing reminder letters to classrooms and families.	Nurses, Child Development Specialists	Ongoing
4. Update Health Accountability Calendar	Child Development Specialists, Nurses, Coordinator	Ongoing

Family and Community Engagement

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/2024-7/31/2025	
Goal #3	To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.
OBJECTIVE 1	Parents and families observe and participate in the everyday learning of their children at home and in their school.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Build family involvement; at least 50% of classrooms will have 1 or more volunteer. 2. Increase at home In-Kind parent involvement by 25%
Year 1 Expected Outcomes	<ol style="list-style-type: none"> 1. 50% of families will complete 10 hours per month of involvement by June 1, 2025 2. 25% of classrooms will have 1 or more volunteers.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Volunteer tracking form 2. Child Plus In-Kind Reports
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	<ol style="list-style-type: none"> 1. As of February 2025 we have 22% of parents/families actively engaged in the In-Kind process. This is a vast improvement from the previous year. In 23-24 only 10% of parents/families turned in In-Kind hours 2. As of February 2025, 12% of classrooms have 1 or more volunteers
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	We continue to promote volunteer opportunities to families. Reminders are sent to teaching staff about the importance of parental involvement. In-Kind participation is expected to rise by the end of the year.
Expected Challenges/How you might address them	Parent work schedules; Solution: Offer varied schedules for parent participation in the classroom.
Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?	Current In-Kind reporting forms can be confusing for families. Exploring alternate ways (possible online options) for parents/families to record hours.

Year 1 of 5 - Closeout

ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Update Staff Handbook with In-Kind and Volunteer policies.	Content Coordinator, Management Team	August 2024
2. Promote Volunteer opportunities at enrollment. Provide flyer with QR code with every enrollment packet.	Content Coordinator, Enrollment Team	April 2024
3. Provide ongoing assistance for teaching staff. In-Kind hours will be discussed at monthly Professional Learning training.	Content Coordinator	Ongoing
4. Teachers will actively recruit volunteers at monthly parent meetings.	Teaching Staff	Ongoing
OBJECTIVE 2	Parents and families are offered opportunities that support their parenting, careers, and life goals.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Family Partnership Goals created by at least 35% of families. 2. Increase quarterly parent workshop attendance to average of 15 participants per session. 	
Year 1 Expected Outcomes	<ol style="list-style-type: none"> 1. Increase FPA Goals setting by 15% (goal cards, SMART goal-setting, resources for growth) 2. Hiram Johnson Family Education Center open to the public one day per week, staffed by School Community Liaison and Parent Advisor 3. Offer 2 Family Fun Days and 2 Day with Dad events to support family bonding 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Child Plus reports 2. Family Partnership Agreements 	
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	1. 359 Families (51%) have engaged in the goal setting process for the current year.	
	2. Hiram Johnson is open every Wednesday for Parent Cafe's. Staff have partnered with local agencies to promote community resources to families.	
	3. One Family Fun day was offered in December (Polar Express Night)	
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	An additional Fun Day is scheduled for late spring.	
Expected Challenges/How you might address them	Training needed by teaching staff on creating smart goals. Solution: Overview of importance of goal to be provided by School Community Liaison. Teachers will also be provided a list of sample goal to help families in goal-setting.	

Year 1 of 5 - Closeout

<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Attendance of Family Workshop continues to be low (average of 7 per session). Parents have been surveyed to determine the best time/day to host workshops.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 2</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Review the FPA process in detail at Preschool Orientation.</p>	<p>Content Coordinator, School Community Liaison</p>	<p>August 2024</p>
<p>2. Provide sample SMART goals to teaching staff as a conversation starter with parents/guardians.</p>	<p>School Community Liaison</p>	<p>October 2024</p>
<p>3. Promote Hiram Johnson school site as an accessible Family Education Center (mirror a "hub")</p>	<p>Family Engagement Team</p>	<p>January 2025</p>
<p>OBJECTIVE 3</p>	<p>Increase opportunities for fathers to engage in the program</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Develop weekly Father Cafes 2. Host a minimum of 2 Dad's Day events</p>	
<p>Year 1 Expected Outcomes</p>	<p>1. Grow Father Cafes with an average weekly attendance of 5 participants. 2. Engage 10 families at each Dad's Day event.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. Sign-in Sheets 2. ChildPlus Reports</p>	
<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<p>1. Father Cafe's are scheduled to begin monthly in April and run through June. 2. Dad's Days events are scheduled for April and June</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>see above</p>	
<p>Expected Challenges/How you might address them</p>	<p>Participation might be impacted by male parent/guardian's work schedule; Solution: Identify an appropriate time to fit different schedule needs.</p>	

Year 1 of 5 - Closeout

<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Family Engagement staff took on multiple new projects this year limiting their time. A slow roll out of Father's events was planned to ensure events could be planned with intention. A rotating schedule is already in place for the upcoming school year.</p>	
ACTIONS/STRATEGIES FOR	PERSON(S) RESPONSIBLE	TIMELINE
<p>1. Purchase and review curriculum to guide Father Cafe meetings</p>	<p>Content Coordinator, School Community Liaison</p>	<p>June 2024</p>
<p>2. Identify Fall and Spring dates for Dad's Day events</p>	<p>Content Coordinator, School Community Liaison, Parent Advisor</p>	<p>July-August 2024</p>
<p>OBJECTIVE 4</p>	<p>Provide optimum opportunities for families and the community to participate together in workshops or events, to increase family bonding and build a strong school-based community. Provide a learning environment where children and families feel comfortable.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Increased opportunities (school events, parent training) for families and parents to be engaged in their child's school 2. Families express a sense of belonging in the school that their children attend.</p>	
<p>Year 1 Expected Outcomes</p>	<p>1. 100% of teachers creating a caring, equitable classroom environment for engaged learners. 2. 100% of teachers establishing reciprocal relationships with families and children. 3. 20% increase in parent and family events hosted by school site.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. Enrollment & Attendance Monthly Reports 2. Classroom observations by Coordinators/Management 3. Parent surveys 4. Sign-in sheets</p>	
<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<p>Classroom Parent Meetings have been well attended with an average of 12 parents per session.</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>CLASS Observations will conclude in March. Management will look at Positive Climate scores to assess overall classroom climate.</p>	

Year 1 of 5 - Closeout

<p>Expected Challenges/How you might address them</p>	<p>Expected Challenges: 1. A lack of time, trust, and awareness 2. Resistance to change 3. Historic low engagement 4. Communication barriers Solutions: 1. Create parent and family support groups, 2. Expand volunteer opportunities. 3. Host family workshops, and 4. Get information out in the community.</p>	
<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>		
<p>ACTIONS/STRATEGIES FOR</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Send regular communications home to families.</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>
<p>2. Use multiple modes of communication (verbal reminders, live messaging, announcements).</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>
<p>3. Approach the relationship with parents with respect and interest in their family's successful experience in the program.</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>
<p>4. Listen/Understand each family's expectations and views about their involvement.</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>
<p>5. Invite families to school events regularly.</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>
<p>6. Classroom visits from local professionals within the</p>	<p>Teachers, Coordinators, Child Development Specialists, Parent Advisor, School Community Liaison</p>	<p>September 2024/Ongoing</p>

GOALS & OBJECTIVES

Enrollment

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/2024-7/31/2025	
Goal #4	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Monitor weekly enrollment and develop a plan to achieve 97% or higher of funded enrollment by end of each month.
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. The Recruitment Redesign/ Leadership Team is informed of how many children are enrolled, how many have a pending start date, and the number of enrollment slots available for each site. 2. The leadership and enrollment teams will problem-solve enrollment openings, and work with staff on targeted recruitment to fill available enrollment slots. 3. 100% of sites that are under 97% enrolled will develop and submit a full enrollment plan and submit to leadership on challenges and successes
Year 1 Expected Outcomes	<ol style="list-style-type: none"> 1. SCUUSD HS/EHS will achieve a program enrollment of 97% or higher each month. 2. The ELC Department will engage all stakeholders in the district to market the program and enroll qualified families, particularly in automatically eligible categories of foster children and families experiencing homelessness. 3. Recruitment activities are responsive to the findings of the Community Needs Assessment.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Recruitment Plan 2. ChildPlus reports and Enrollment Tracking Reports 3. Full Enrollment Plan
Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)	EHS: Early Head Start officially opened June 24, 2024 and is currently at 100%. ELC Department worked closely with district stakeholders to help market the program, ensuring alignment with community needs. The program made sure that families who met the selection criteria were enrolled. Advertising efforts were focused on areas with low enrollment, specifically targeting zip codes with fewer applicants to ensure broader community access.
What additional items are expected to be completed or accomplished by the end of the year (June 2025)	<p>Additional items expected for our Head Start Program is to be completed or accomplished to achieve 97% or higher by the end of June 2025 is to</p> <ol style="list-style-type: none"> 1. Continue target marketing to focus under-enrolled zip codes, using data to pinpoint specific neighborhoods where outreach can be increased. 2. Encourage families to refer others who meet eligibility criteria. 3. Continue to partner with local schools, libraries, community centers, and other organizations to spread the word about the program.

<p>Expected Challenges/How you might address them</p>	<p>Expected Challenges: The enrollment team might not receive the required documents from families to enroll children timely. Solution: Maintain active communication with enrolling families/departments to provide support on how to address barriers to submitting paperwork.</p>	
<p>Challenges encountered and how your program is addressing them If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>HS: Challenges encountered families are not submitting the necessary documents to complete the enrollment process. Families may face a variety of barriers (e.g., lack of time, access to resources, or undersanding of the process). Our program is addressing these challenges by having active communication with families to keep them informed about documentation needed and upcoming deadlines. To also provide assistance and support to help families who may be facing barriers (e.g., helping them gather the necessary paperwork, offering alternative ways to submit documents, or addressing language/technology gap to make the process easier and more accesible.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Monitor/Review current enrollment numbers program-wide and site-specific enrollment.</p>	<p>Coordinators, Recruitment Redesign Team, Child Development Specialists,</p>	<p>April 2024/Ongoing</p>
<p>2. Address specific issues affecting delays in enrollment and anticipated openings.</p>	<p>Coordinators, Recruitment Redesign Team, Child Development Specialists,</p>	<p>April 2024/Ongoing</p>
<p>3. Submit monthly enrollment action plans to SETA and collaborate on solutions.</p>	<p>Coordinators, Recruitment Redesign Team, Child Development Specialists,</p>	<p>April 2024/Ongoing</p>
<p>OBJECTIVE 2</p>	<p>Promote a welcoming school environment to improve the rate of attendance of children, therefore sustaining a high level of enrollment throughout the program year.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>At least 60% of HS/EHS classes reporting an attendance rate of 85% or higher as measured by ChildPlus data reports</p>	
<p>Year 1 Expected Outcomes</p>	<p>1. 100% of teachers and staff will discuss the importance of student attendance and review information on research-based strategies (AttendanceWorks) for attending preKindergarten. 2. Increase attendance by at least 10% in 100% of classes by mid-year in January 2025.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. Weekly attendance records in ChildPlus to identify decreases in attendance 2. Average daily attendance by site and classroom 3. Individual Attendance Plans for children with chronic absences</p>	

Year 1 of 5 - Closeout

<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<p>1. 100% of teachers and staff discussed the importance of student attendance and implemented research-based strategies for attending prekindergarten such as: 1. Building relationships as teachers fostered a relationship between children and families by making positive connections so the children and families will feel eagered to attend. 2. Engaging with families by having regular communication and keeping families informed about the impact of attendance (e.g. emails, Learning Genie, newsletters, parent meetings, Home Visits/Parent Conferences). Also providing families with resources about the importance of consistent school attendance and how it supports long-term development. 3. Providing transportation support, if transportation was an issue we collaborated with local organizations to provide assistance with bus passes to help families get the children to school.</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>Additional items expected to be completed or accomplished by June 2025, to increase attendance to 85% in 100% of classes, as we did not meet our goal for mid-year January 2025.</p>	
<p>Expected Challenges/How you might address them</p>	<p>Expected Challenges: 1. Some families do not view Pre-K as a necessity for daily attendance because it is not compulsory education. 2. Staff need ongoing training refreshers for utilizing database systems such as ChildPlus Solutions: 1. Improve communications between program staff and parents 2. Make school a positive experience for children and families</p>	
<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Challenges encountered were families stating that preschool is not mandatory, and needing to improve communciation between staff and families by utilizing the different databases to get effective information out to the families. Our program is addressing these challenges: 1. By educating families about the importance of preschool for their child's development and long-term success, where we can share research that shows how early learning impacts school readiness, social skills, and future academic success. Share real-life testimonials by providing stories from past children and families about the difference that preschool made in their child's development. Also, inform families how preschool prepares children to transition and ensures that they are ready for kindergarten, both academically and socially. 2. Provide staff with training and various communication tools and databases available to them. Ensure that staff is comfortable with using the tools to communicate with families (e.g., automated messaging systems, Learning Genie, parent portals, email). Also, train staff how to communciate with families effectively, including how to send clear, respectful messages, and how to make sure information is consistently shared across different platforms. Staff Training Completion: Track which staff members have completed communication training and assess whether communication has improved. Attendance: Monitor attendance trends to see if there is a change as a result of the efforts to address the "preschool is not mandatory" perception. Family Feedback: Conduct surveys or gather informal feedback from families to assess how well they feel informed and supported.</p>	
<p>ACTIONS/STRATEGIES FOR</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Share information with families about the importance of student attendance and evaluate current attendance promotion policy with input from families.</p>	<p>Coordinators, Teachers, Child Development Specialists, Classroom Staff</p>	<p>April 2024/Ongoing</p>

Year 1 of 5 - Closeout

<p>2. Develop new strategies to improve enrollment, attendance, and recruitment by implementing a policy on attendance. Including individual follow-up on children at risk of falling below 90% of attendance.</p>	<p>Coordinators, Recruitment Redesign Team, Child Development Specialists, Classroom Staff</p>	<p>April 2024/Ongoing</p>
<p>3. Monitor and identify patterns to create an improvement plan for individual children, classes, and the programs.</p>	<p>Coordinators, Recruitment Redesign Team, Child Development Specialists, Classroom Staff</p>	<p>April 2024/Ongoing</p>
<p style="text-align: center;">OBJECTIVE 3 Proactive and open communication with families to involve them in their children's education.</p>		
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. Two-way line of communication is evident in the classroom, such as open-door hours for parents to come and voice their concerns or provide them feedback for them to share their thoughts. 2. Parents make informed decisions about their child's participation and learning as evidenced in Parent-Teacher Conference and/or Home Visits. 3. Staff and parents demonstrate a positive attitude about collaborating together. 4. Staff and parents address concerns with a problem-solving approach</p>	
<p>Year 1 Expected Outcomes</p>	<p>1. 100% of parents/guardians participate in parent-teacher conferences/home visits and express satisfaction in the teacher-student relationship 2. 100% improved classroom environment as evidenced in Coordinator observations, CLASS</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. Parent Conferences/Home Visits participation survey 2. Coordinator observations 3. Learning Genie 4. CLASS</p>	
<p>Year 1 Status Update of Expected Outcomes (Provide data to demonstrate if expected outcome for Year 1 was met)</p>	<p>Our goal was not met, as only 75% of parents/guardians participated in parent-teacher conference/home visits.</p>	
<p>What additional items are expected to be completed or accomplished by the end of the year (June 2025)</p>	<p>Our program expect to meet the goal of 100% of parent/guardians parent-teacher conferences/home visits by June 2025.</p>	
<p>Expected Challenges/How you might address them</p>	<p>Expected Challenges: 1. Insufficient communication channels and ineffective methods of reaching out to families 2. Language barriers and cultural differences 3. Time limitations Solutions: 1. Communicate regularly and clearly with families, access translation services when necessary. 2. Build trust and rapport with families.</p>	

Year 1 of 5 - Closeout

<p>Challenges encountered and how your program is addressing them? If you plan to make changes to your objective for Year 1, please explain why you propose to change it: What have you learned this year to inform the change in Year 1?</p>	<p>Challenges encountered were families not receiving the communication sent out through our program's communication channels. Also, not having translators readily available for families, and not having enough time to get the communication out in a timely manner.</p> <p>Our program is addressing these challenges by using strategies to ensure families receive communication, such as, consolidate communication platforms, and use a single platform: If possible to send all communications. This reduces confusion and ensures consistency. However, if we use a multi-channel approach, we will send the same message via multiple channels (e.g., an email, text, Learning Genie, newsletter, and a notice in the child's backpack). Create a "Communication Hub" where parents can check for updates, such as on our website or Learning Genie. Strategies to Address Language Barriers through Multilingual Communication is to translate key documents. Also, make sure essential communication—such as newsletters, permission slips, and important school policies—are translated into the most common languages spoken by the families. Use Translation Tools: like Google Translate to provide quick translations for non-critical communications. Partner with Local Organizations by reaching out to local community groups, nonprofits, or even universities that offer translation services, or can connect our program with volunteer translators. These tools can help bridge the gap in the absence of immediate translators. Pre-Translate Key Phrases: Prepare templates for frequently-used messages in multiple languages (e.g., "Important Attendance Reminder," "Upcoming Parent-Teacher Conference"). This way, or program can send out messages quickly without needing a translator for every communication. Strategies to Improve Timeliness: Streamline Communication Process: Template Communication: Create templates for common messages (like reminders, updates, or announcements). This reduces the time it takes to craft messages and helps ensure consistency in communication. Automated Systems: If possible, our program can use an automated system to schedule and send regular updates. Delegate Communication Tasks: If feasible, we can assign a staff member or a team specifically responsible for managing communications, allowing others to focus on their core tasks. Plan Ahead: Develop a communication calendar that outlines when key messages need to go out. Having a calendar help to stay organized and ensure that communications are planned well in advance. Batch Communications: Rather than sending messages as things arise, batch them together and send them at once. For example, send all important information for the week in a single email or message at the beginning of the week. Simplify Messages: Be concise and to the point. Streamlining the messages will not only save time but also ensure that families quickly understand the key points without feeling overwhelmed. Focus on sending essential information that families need to know immediately, and save less time-sensitive updates for later.</p>	
<p>ACTIONS/STRATEGIES FOR</p>	<p>PERSON(S) RESPONSIBLE</p>	<p>TIMELINE</p>
<p>1. Provide refresher training in Family engagement practices for home visits.</p>	<p>Coordinators, Child Development Specialists, Teachers</p>	<p>September 2024/Ongoing</p>
<p>2. Evaluate current communication system and improve on how different tools are being used including parent conferences, Learning Genie, etc.</p>	<p>Coordinators, Child Development Specialists, Teachers</p>	<p>September 2024/Ongoing</p>
<p>3. Incorporate ways to monitor and collect feedback from parents/guardians throughout the year to improve communication with program.</p>	<p>Coordinators, Child Development Specialists, Teachers</p>	<p>August 2024/Ongoing</p>

GOALS & OBJECTIVES

Year 2 of 5

AGENCY NAME		
Sacramento City Unified School District		
DATE		
8/1/25 - 7/31/26		
Goal #1 -	Increase child outcomes by developing and strengthening social emotional competencies, family partnerships, and staff development.	
OBJECTIVE 1	Implementing an integrated curriculum for both Head Start and Early Head Start, that addresses the essential domains of school readiness implementation with fidelity with an emphasis in language and literacy, English Language Development and strengthening social-emotional pedagogy to improve student outcomes.	
	Is this a new Objective for Year 2? YES ___ NO X If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Instructional staff(HS and EHS)will demonstrate fidelity to curriculum (e.g., Creative Curriculum, Teaching Pyramid, Kimochis for social- emotional learning). 2. Instructional staff (HS and EHS)will demonstrate an increased knowledge on how to collect student evidence/data. 3. Management will demonstrate knowledge on individual teacher's level of curriculum implementation and level of fidelity. 4. Identified instructional staff will be provided opportunities for instructional support and coaching. 5. Instructional staff (HS and EHS) will demonstrate an increased knowledge on Language and Literacy Development and English Language Development pedagogy practices. 	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. instructional staff (HS and EHS) will demonstrate fidelity to curriculum by increasing baseline scores to 80%. 2. Instructional staff (HS and EHS) will demonstrate improvement in the collection of student evidence/data. No more than five (5) ratings per evidence enter in Learning Genie. 3. Management will complete the Fidelity Tool and meet with instructional staff to create a plan of action. 4. Number of staff participating in Instructional coaching opportunities. 5. Instructional staff will have opportunities to participate in language development and English Language Development training and coaching. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Kimochis) 2. Learning Genie student data/evidence report 3. CLASS 4. DRDP Classroom Data 	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Limited staff to conduct ongoing classroom monitoring; Solution: Create a monitoring calendar for the year, include as a standing Agenda for Management to review progress. 2. Professional Learning is uninformed, not meeting all instructional needs of staff. Solution: Take advantage of staff training opportunities provided by SCOE and SETA. Increase participation by providing release time for teachers. 3. Staff participation in workshops and training. Solution: Design training opportunities within their contracted time. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Create a heatmap analysis, using CLASS scores to identify instructional staff/classroom with need.	Data Application Specialist	November 2025
2. Provide Instructional coaching to identified teachers who need assistance.	Coordinators	October 2025

3. Complete the Creative Curriculum Fidelity Tool annually.	Coordinators	Ongoing
4. Coordinate professional learning opportunities.	Coordinators	Ongoing
5. Facilitate discussions about students' social-emotional development and organize group sessions for Teachers to discuss positive behavior interventions.	Clinicians	September 2025
6. Implement Teaching Pyramid Strategies and offer Multi-tiered System of Support.	Teachers	August 2025
OBJECTIVE 2	Strengthening parents/guardians school readiness competencies and family partnerships that are culturally responsive, reflecting the community/families' demographics for both Head Start and Early Head Start.	
	Is this a new Objective for Year 2? YES___NO__X___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Parents/guardians will demonstrate knowledge/understanding of social emotional development. 2. Parent/guardians will participate in Home Visits to strengthen their knowledge about their child's development. 3. Parent/guardians will utilize Ready Rosie parent education videos. 4. Parents will receive information in their primary language (for any language population that exceeds 15%) 	Ongoing
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. Child Development Milestones Workshop Attendance Numbers - 30 parents annually 2. 80% of enrolled families will partake in Home Visits. 3. 50% of enrolled families are viewing Ready Rosie videos annually. 4. Parent education information and resources are available in various languages to reflect student population. 	Ongoing and dependig on the the enrollment/attendance dates.
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Parent Survey - Survey Results and workshop attendance report 2. Home Visiting Verification Forms - Completed and signed by the parent and ChildPlus Data. 3. Ready Rosie Data - Monthly Data Review 4. Track and monitor home visits and parent conference information. 	Ongoing and dependig on the the enrollment/attendance dates.
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Workshop attendance can be a challenge. Solution: Provide workshops in person and virtual models for families to select. 2. Home Visits can be uncomfortable to some families. Solutions: Inform and communicate with families of the benefits of a home visit and developing close relationship with their teacher and what to expect during a home visit. 3. Not all families are active in Ready Rosie. Solution: Promote Ready Rosie to include the link in all communications to families. 4. Availability of translation services. Solution: Translate materials to languages requested only. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Provide enrolled parents information about social emotional milestones and Teaching Pyramid.	Teachers, Coordinator	Ongoing
2. Parents will receive a calendar with dates and information about home visits and parent	Teacher, Coordinator	Ongoing as part of enrollment

3. Parents will receive scheduled invitations with a link to register for Ready Rosie.	Data Technician	Ongoing upon enrollment
4. Provide parent documents available in their home language as possible.	Teachers, Parent Advisor, School Community Liaison, Child Development Specialists	Ongoing
5.		
6.		
OBJECTIVE 3	Description of objective 3.	
	Is this a new Objective for Year 2? YES_X_NO__X__ If ys, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.	
Year 2 Expected Outcomes	1. 2. 3. 4.	
Data, Tools, or Methods for Tracking Progress	1. 2. 3. 4.	
Expected Challenges/How you might address them	1. 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
1.		
2.		
3.		
4.		
5.		
6.		

OBJECTIVE 4	Description of objective 4.	
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.	
Year 2 Expected Outcomes	1. 2. 3. 4.	
Data, Tools, or Methods for Tracking Progress	1. 2. 3. 4.	
Expected Challenges/How you might address them	1. 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
1.		
2.		
3.		
4.		
5.		
6.		

Year 2 of 5

AGENCY NAME

Sacramento City Unified School District

DATE

8/1/25 - 7/31/26

Goal #2 -	Increase the health, safety and wellbeing of children birth to age 5 by expanding communication systems and education that will include parent/guardian, staff and community partners.	
OBJECTIVE 1	Increase stakeholder awareness of health, safety, and well-being of children birth to age 5 by building authentic partnerships through ongoing communication and collaboration.	
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. Increase the number of community partnerships to ensure stakeholders know about Pre-K programs & offer resources. 2. Increase communication with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based organizations by sharing information to families via Child Plus and Learning Genie. 4. Increase all ELC staff awareness of community resources. 1. 100% of stakeholders will know about preschool programs and have access to necessary resources. 2. 100% increase of communication with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of community-based organizations partnerships by 50% 4. 100% of all ELC will be aware of community resources.	
Year 2 Expected Outcomes	1. Ensure 100% stakeholders will know about preschool programs and have access to necessary resources as measured by survey. 2. To increase communication by 100% with families regarding children's blood levels, heights, weights, and physical exams. 3. Increase the number of referrals to community-based organizations by 50% to share with families via Child Plus and Learning Genie. 4. Create an ongoing, structured approach to sharing, updating, and reinforcing information to remain at 100% of all ELC staff awareness of community resources as measured by survey.	
Data, Tools, or Methods for Tracking Progress	1. Child Plus 2. PIR Data 3. Quarterly Reports 4. Accountability Calendar 5. Community/Recruitment Google Spreadsheet	
Expected Challenges/How you might address them	1. Expected challenges families having unscheduled doctor appointments for physical exams, delayed or incomplete exam form submissions at enrollment, and missing height and weight information on physical exams forms. Our program will address these challenges by having classroom staff, Child Development Specialists, and Nurses streamline communication to ensure families are clearly informed about the importance of completing forms accurately and on time, with reminders sent well in advance of deadlines. Staff will also give support to families by providing resources like translators or form assistance for families facing language barriers or difficulty with the paperwork.	
ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Use live messaging to notify families when their exam forms are incomplete or missing key information with clear instructions on what needs to be updated. Health and Safety Tips: Regularly send short health and safety tips related to the child's age or the time of year (e.g., flu season, sun safety), reinforcing the importance of staying healthy.	Child Development Specialists, Nurses, Health Coordinator, Classroom Staff	September 2025
2. Nurses to follow-up with high rate of missing blood lead results on physical exams	Nurses, Health Coordinator	Fall 2025 and Spring 2026

3. Include all Early Learning Care staff in communication is a crucial step in ensuring that families receive consistent, clear, and unified messages about health and safety, doctor appointments, and other important processes.	All ELC Staff	September 2025
4. Identify regional resource hubs/Create partnerships with community organizations	School Community Lisaion, Parent Advisor	Ongoing
5.		
6.		
OBJECTIVE 2	Increase the percentage of collected blood lead levels, heights and weights, and up-to-date physical exams for children enrolled in program.	
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. Data collected will show a 50% increase in blood lead results from following year. 2. 50% increased number of collected physicals for children enrolled in the program. 3.To measure 100% of children heights and weights to calculate body mass index.	
Year 2 Expected Outcomes	1. To increase the collected blood level for children enrolled in the program by 50%. 2. To increase the percentage of collected heights and weights for children enrolled in the program by 50%. 3. To increase the number of collected up-to-date physical exams for children in our program by 50%.	
Data, Tools, or Methods for Tracking Progress	1.Child Plus 2.PIR Data and Quarterly Reports 3. Health Accountability Calendar	
Expected Challenges/How you might address them	Expected Challenges: Families not turning their physical exams in a timely manner, not having heights and wrights documented on physical forms given form child's physician at time of enrollment. Our program may address these challenges by continual monitoring of incoming physical forms, and creating a centralized tracking system where we can track when forms are received and which are missing information. Also set-up a real-time notifications by using a digital tool to create flags or color codes for missing forms or incomplete information, so that staff can monitor submissions daily and send timely follow-ups. We can also have a dedicated staff member to track and oversee the collection of physical forms and ensure they are processed promptly, along with monitoring missing height and weight information.	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
Use live messaging to notify families when their exam forms are incomplete or missing key information with clear instructions on what needs to be updated (e.g., heights/weights, physicals).	Child Development Specialist, Nurses, Health Coordinator	September 2025
2. Follow-up with medical providers with a higher rate of missing blood lead results on physical exams.	Nurses	September 2025 and Spring 2026
3. Send missing reminder letters to classrooms and families.	Nurses, Child Development Specialists	Ongoing

4. Update Health Accountability Calendar	Nurses, Child Development Specialists, Health Coordinator	Ongoing
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OBJECTIVE 3	Description of objective 3.	
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.	
Year 2 Expected Outcomes	1. 2. 3. 4.	
Data, Tools, or Methods for Tracking Progress	1. 2. 3.	
Expected Challenges/How you might address them	1. 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
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OBJECTIVE 4	Description of objective 4.	

	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. 2. 3. 4.	
Year 2 Expected Outcomes	1. 2. 3.	
Data, Tools, or Methods for Tracking Progress	1. 2.	
Expected Challenges/How you might address them	1. 2. 3.	
ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
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GOALS & OBJECTIVES Year 2 of 5

AGENCY NAME		
Sacramento City Unified School District		
DATE		
8/1/25 - 7/31/26		
Goal #3 -	To support relationship-based family engagement that is culturally responsive, reflective and goal-oriented that helps build partnerships with families and provide increased opportunities for community building and participation within the program.	
OBJECTIVE 1	Parents and families in Head Start and Early Head Start will observe and participate in the everyday learning of their children at home and in their school.	
	Is this a new Objective for Year 2? NO X If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Build family involvement; at least 50% of classrooms will have 1 or more volunteer. 2. Increase at home In-Kind parent involvement - 50% of families actively participate in at home learning activities 	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. 50% of families will complete 10 hours per month of involvement by June 1, 2026 2. 25% of classrooms will have 1 or more volunteers. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Volunteer tracking form 2. Child Plus In-Kind Reports 	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Working families do not have the daytime hours to volunteer in the classroom. Offer in-kind opportunities 2. 3. 4. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 1	PERSON(S) RESPONSIBLE	TIMELINE
1. Promote Volunteer opportunities at enrollment. Provide flyer with QR code with every enrollment packet.	Content Coordinator, Enrollment Team, Parent Advisor	Ongoing
2. Provide ongoing assistance for teaching staff. In-Kind hours will be discussed at monthly Professional Learning training.	Content Coordinator, CDS	Ongoing

3. Teachers will actively recruit volunteers at monthly parent meetings.	Teaching Staff	Ongoing
4. Explore online/digital methods of collecting In-Kind	Content Coordinator	August 2025
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OBJECTIVE 2	Parents enrolled in Head Start and Early Head Start are offered opportunities that support their parenting, careers, and life goals.	
	Is this a new Objective for Year 2? NO If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	1. Family Partnership Goals created by at least 35% of families. 2. Increase quarterly parent workshop attendance to average of 15 participants per session.	
Year 2 Expected Outcomes	1. 25% of families will create a FPA Goal (goal cards, SMART goal-setting, resources for growth) 2. Hiram Johnson Family Education Center open to the public one day per week, staffed by School Community Liaison and Parent Advisor 3. Offer 2 Family Fun Days	
Data, Tools, or Methods for Tracking Progress	1. Child Plus reports 2. Family Partnership Agreements	
Expected Challenges/How you might address them	1. Identifying best time/day to host workshops - we will consider 2 in person and 2 via Zoom for accessibility 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Highlight the importance of setting goals at parent orientating and parent meetings.	School Community Liaison	ongoing
2. Increase promotion of Family Workshop	Family Engagement Team and Teaching Staff	ongoing
3. Promote Hiram Johnson school site as an accessible Family Education Center (mirror a "hub")	Family Engagement Team	January 2026

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OBJECTIVE 3 Increase opportunities for fathers to engage in the program		
Is this a new Objective for Year 2? NO_ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.		
Measurable Outcomes (Upon completion of Objective)	1. Develop weekly Father Cafes 2. Host a minimum of 2 Dad's Day events	
Year 2 Expected Outcomes	1. Grow Father Cafes with an average weekly attendance of 5 participants. 2. Engage 10 families at each Dad's Day event.	
Data, Tools, or Methods for Tracking Progress	1. Sign-in Sheets 2. ChildPlus Reports	
Expected Challenges/How you might address them	1. Work Schedules 2. 3. 4.	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE
1. Advertise and promote sessions	School Community Liaison	ongoing
2. Identify Fall and Spring dates for Dad's Day events	Content Coordinator, School Community Liaison, Parent Advisor	August 2025
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OBJECTIVE 4	Provide a learning environment where children and families feel comfortable.	
	Is this a new Objective for Year 2? NO_ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	Families express a sense of belonging in the school that their children attend.	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. 90% of parents report feeling welcome and comfortable in the classroom 2. Parent meetings are attended by 50% of families 3. 4. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Parent Surveys 2. Attendance (Child Plus, Sign In Sheets) 3. 50% of classrooms have an active PC representative 4. 	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. 2. 3. 4. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
1.		
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GOALS & OBJECTIVES

Year 2 of 5

AGENCY NAME	
Sacramento City Unified School District	
DATE	
8/1/25 - 7/31/26	
Goal #4 -	To increase and maintain enrollment at 100% throughout the program year by engaging stakeholders, designing responsive program models and utilizing effective recruitment strategies.
OBJECTIVE 1	Monitor weekly enrollment and develop a plan to achieve 97% or higher of funded enrollment by end of each month.
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.
Measurable Outcomes (Upon completion of Objective)	1. Staff will monitor and track how many children are enrolled, how many children has a pending startdate, and the number of enrollment slots available for each site weekly. 2. On a weekly basis the leadership team will problem-solve enrollment openings, and work with designated staff on targeted recruitment to fill available enrollment slots. 3. 100% of sites that are under 97% enrolled, staff will develop and submit a full enrollment plan on challenges and successes
Year 2 Expected Outcomes	1. SCUSD HS/EHS will achieve a program enrollment of 97% or higher each month. 2. The ELC Department will engage all stakeholders in the district to market the ELC program and enroll qualified families, particularly in automatically eligible selection criteria of foster children and families experiencing homelessness. 3. Recruitment activities are responsive to the findings of the Community Needs Assessment by a) Surveys to gather quantitative data on the needs, challenges, and priorities. b) Interviews and Focus Groups to gather qualitative data and personal insights. c) Existing Data: Analyze secondary data from sources like local government agencies, hospitals, schools, or social service providers to understand trends and issues. d) Observations: Directly observe the community's environment and infrastructure to gain insight into needs that might not be immediately apparent from survey data.
Data, Tools, or Methods for Tracking Progress	1. Community/Recruitment Spreadsheet 2. ChildPlus Reports and Enrollment Tracking Reports 3. Full Enrollment Plan/Segmentation (Break down enrollment data by categories like demographics, geographic areas, or types of applicants).

<p>Expected Challenges/How you might address them</p>	<p>1. Challenges: Families may not fully understand the required documents or deadlines for submission. 2. Challenges: Some families may not have easy access to the internet, scanners, or printers to submit documents electronically. 3. Challenges: Families may face difficulties obtaining or gathering the required documentation (e.g., birth certificates, proof of residency, immunization records). 4. Challenges: The enrollment process may be too complex or require too many steps, causing delays in document submission. 5. Challenges: Without consistent follow-up, families may forget or fail to submit the necessary documents on time. How we may address these challenges are by a) Giving clear instructions by providing a clear and detailed list of required documents in multiple formats (e.g., emails, printed handouts, websites, text messages). b) Set up automated reminders via email, text, or app notifications well in advance of deadlines and offer follow-up reminders closer to the due date. c) Ensure that communications are available in the primary languages spoken by families to ensure they fully understand the requirements d) Allow families to submit documents in person at local enrollment centers or community hubs, or offer assistance in scanning and submitting documents. e) Ensure your online portal or email systems are mobile-friendly, as many families might only have access to smartphones. f) Work with community organizations or local libraries to provide families with access to computers, printers, or scanning services g) Communicate the document requirements early to give families time to gather them. h) Provide assistance to families by offering guidance on where to obtain documents (e.g., local government offices, clinics) or if certain documents can be substituted for others i) Streamline the enrollment process as much as possible. If possible, reduce the number of required documents or eliminate unnecessary steps j) Provide a single online portal where families can submit all required documents and track the status of their submission in real-time k) Ensure that the enrollment forms are simple, clear, and easy to complete, with instructions included for each field.</p>	
<p>ACTIONS/STRATEGIES FOR OBJECTIVE 1</p>		<p>TIMELINE</p>
<p>Monitor/Review current enrollment numbers on a weekly basis program-wide and site-specific enrollment.</p>	<p>Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,</p>	<p>April 2025/ongoing</p>
<p>2. Address specific issues affecting delays in enrollment and anticipated openings.</p>	<p>Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,</p>	<p>April 2025/ongoing</p>
<p>3. Submit monthly enrollment action plans to SETA and collaborate on solutions.</p>	<p>Coordinators, Parent Advisor, School Community Liasion Child Development Specialists,</p>	<p>April 2025/ongoing</p>
<p>4.</p>		
<p>5.</p>		
<p>6.</p>		
<p>OBJECTIVE 2</p>	<p>To promote and create a safe inclusive welcoming school environment to improve student attendance and sustain high enrollment rates throughout the program year.</p>	
	<p>Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.</p>	

Measurable Outcomes (Upon completion of Objective)	At least 75% of HS/EHS classes reporting an attendance rate of 85% or higher as measured by ChildPlus data reports.	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 100% of teachers and staff will discuss the importance of student attendance and review information on research-based strategies (AttendanceWorks) for attending preKindergarten. Increase attendance by at least 30% in 100% of classes by mid-November 2025. 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> Weekly attendance records in ChildPlus to identify decreases in attendance Average daily attendance by site and classroom Individual Attendance Plans for children with chronic absences Parent Communication/Absence Reasons 	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> Challenges: Preschool-age children are more prone to illnesses such as colds, flu, or stomach bugs. Challenges: Many families, especially those with working parents, might struggle with conflicting schedules, transportation issues, or other obligations that make it difficult to ensure regular preschool attendance. Challenges: Some families may have younger children at home who are not yet old enough for preschool, and may have difficulty attending regularly because they need to care for those children. Challenges: Some preschoolers may struggle with separation anxiety, social challenges, or other emotional/behavioral concerns that can cause them to avoid school. We may address these challenges by a) Educate parents on the importance of vaccinations, good hygiene (e.g., frequent handwashing), and staying home when sick to avoid spreading illnesses b) Keep track of seasonal patterns (e.g., flu season) and prepare strategies such as sending flu prevention tips or additional health resources to families c) If health issues are frequent, connect families with available health services, or offer recommendations for local clinics d) If transportation is an issue, consider offering a school bus service, partnering with local transit providers e) Maintain open communication with families about school schedules, and offer them early notice of any schedule changes, so they can plan accordingly f) Collaborate with local childcare providers to create seamless transitions for parents who have children at multiple care centers g) Offer emotional and behavioral support for students who are having difficulty adjusting to preschool h) Create a gradual transition plan for children with significant anxiety i) Use positive reinforcement strategies to encourage children to come to school and participate in activities j) Work closely with parents to understand the root cause of any emotional challenges. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 2	PERSON(S) RESPONSIBLE	TIMELINE
1. Share information with families about the importance of student attendance and evaluate current attendance promotion policy with input from families.	Coordinators, Parent Advisor, School Community Liaison, Child Development Specialists, Classroom Staff	April 2025/Ongoing
2. Develop new strategies to improve enrollment, attendance, and recruitment by implementing a policy on attendance. Including individual follow-up on children at risk of falling below 90% of attendance.	Coordinators, Parent Advisor, School Community Liaison, Child Development Specialists, Classroom Staff	April 2025/Ongoing
3. Monitor and identify patterns to create an improvement plan for individual children, classes, and the programs.	Coordinators, Parent Advisor, School Community Liaison, Child Development Specialists, Classroom Staff	April 2025/Ongoing
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OBJECTIVE 3	Building essential strong relationships with families and proactive open communication so families can stay engaged and informed about their children's progress	
	Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.	
Measurable Outcomes (Upon completion of Objective)	<ol style="list-style-type: none"> 1. Creating a two-way line of communication between educators and families to foster a positive and collaborative relationship that benefits the child's education and development, such as open-door hours, and establishing avenues for ongoing feedback to ensure parents feel welcome, heard, and involved. 2. Parent-Teacher Conferences and Home Visits are crucial strategies for fostering strong partnerships between families and educators to empower 100% parents to make informed decisions about their child's participation and learning by giving them a clearer understanding of their child's development during Parent Conferences/Home Visits. 3. Staff and parents demonstrate a positive attitude about collaborating together by a)Parent surveys to gather parent feedback on their experiences with staff, communication, and collaboration b)Staff surveys, teachers and staff can also provide feedback on their experiences with parents and the level of collaboration they feel is taking place c)Focus Groups: Conduct parent and staff focus groups or meetings to discuss specific aspects of collaboration and identify areas of improvement. 4. Staff and parents address concerns with a problem-solving approach by a) Creating a Safe Environment: Both staff and parents should feel comfortable expressing their concerns and needs b)Active Listening: When concerns arise, both staff and parents should actively listen to each other c) Clarify the Issue: Both parties should ensure they understand the problem fully before jumping to solutions d) Focus on the Child's Needs: The problem should always center on the child's needs, growth, and well-being. Both staff and parents should be aligned in their goal of supporting the child. 	
Year 2 Expected Outcomes	<ol style="list-style-type: none"> 1. 50% Increased Parent Engagement and active participation to attend parent-teacher conferences/home visits. 2. Enhanced Emotional Support by 50% increased positive Teacher-Child Relationships. 3. 100% increased instruction support as evidenced in Coordinator/Reviewer observations, CLASS 4. 100% improved classroom organization as evidenced in Coordinator/Reviewer observation, CLASS 	
Data, Tools, or Methods for Tracking Progress	<ol style="list-style-type: none"> 1. Parent Conferences/Home Visits participation survey 2. Coordinator observations, CLASS 3. Learning Genie 	
Expected Challenges/How you might address them	<ol style="list-style-type: none"> 1. Lack of engagement or response 2. Language and Cultural Barriers 3. Different expectations and communication styles 4. Misinformation or misunderstanding We may address these challenges by a)Using personalized communication b)Provide translations and culturally relevant content, and if possible, work with bilingual staff or interpreters to bridge the communication gap c) Offer multiple communication options and establish clear expectations from the start. Encourage feedback to understand preferences and adjust accordingly d)Use clear, simple language and confirm understanding. Provide opportunities for families to ask questions or request clarifications. 	
ACTIONS/STRATEGIES FOR OBJECTIVE 3	PERSON(S) RESPONSIBLE	TIMELINE

<p>1. Having cultural sensitivity by understanding family dynamics, and recognizing that each family has its own unique culture and values. Show respect for these differences and adapt your communication accordingly during enrollment.</p>	<p>Coordinators, Child Development Specialists, Nurses</p>	<p>September 2025/Ongoing</p>
<p>2. Celebrate milestones together through positive reinforcement: Regularly share the child's successes with families during Parent Conferences/Home Visits. Whether it's academic achievement, personal growth, or positive behavior.</p>	<p>Coordinators, Child Development Specialists, Classroom Staff</p>	<p>September 2025/Ongoing</p>
<p>3. Ensure that families feel comfortable sharing their thoughts and concerns by fostering a non-judgmental, inclusive atmosphere through tools such as Learning Genie or through Parent Conferences/Home Visits</p>	<p>Coordinators, Child Development Specialists, Classroom Staff</p>	<p>September 2025/Ongoing</p>
<p>OBJECTIVE 4</p>	<p>Description of objective 4.</p>	
	<p>Is this a new Objective for Year 2? YES___NO___ If yes, please explain the rationale for changing or adjusting your Objective. Tip: Refer to the Year 1 Closeout chart describing challenges and how they informed your decision.</p>	
<p>Measurable Outcomes (Upon completion of Objective)</p>	<p>1. 2. 3. 4.</p>	
<p>Year 2 Expected Outcomes</p>	<p>1. 2. 3. 4.</p>	
<p>Data, Tools, or Methods for Tracking Progress</p>	<p>1. 2. 3. 4.</p>	

Expected Challenges/How you might address them	1. 2. 3. 4.	
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ACTIONS/STRATEGIES FOR OBJECTIVE 4	PERSON(S) RESPONSIBLE	TIMELINE
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TRAINING AND TECHNICAL ASSISTANCE PLAN
2025-2026
09CH012795-02

NOTE: COMPLETE SEPARATELY FOR HS AND EHS

PHILOSOPHY

The Sacramento City Unified School District’s (SCUSD) Head Start program philosophy is based on the premise that all families share certain basic needs and that the Head Start population, in particular, can reap even greater benefits from a comprehensive service delivery system that ensures that families’ needs are met. The mission of SCUSD is to improve the lives of socially-economically disadvantaged families and their children by providing comprehensive child development services and supports that are family focused and meet the needs of the “whole child”. Services provided to participating families broadly include education, health, nutrition, and mental health and social service referrals. SCUSD Head Start goals are accomplished by engaging families in the fiduciary and programmatic decision-making process and by supporting the growth of families as well as staff through the development of advocacy skills, enhanced self-esteem and empowerment. The overarching goals of the program are to assist families in their pursuit of upward mobility, to develop families’ sense of agency and purpose and to assist them in their efforts to make informed decisions that will positively impact their lives and well-being. Another important component of the goals at SCUSD is to provide students with a relevant, rigorous and well-rounded education through the implementation of consistent educational goals. This process promotes overall development and school success, leading to positive outcomes for career and college ready students.

SCUSD continually strives to recruit, train, and retain the highest quality staff. Ongoing training and technical assistance ensures that all staff are knowledgeable about the Head Start philosophy, goals and objectives, mission, values and the Head Start Performance Standards.

PLANNING PROCESS

SCUSD employs a strategic planning process in order to identify and accomplish the training and professional development needs of Head Start staff and parents. This process results in a Training and Technical Assistance (T&TA) Plan that delineates professional learning needs of staff through analysis of PIR, Self-Assessment, Community Assessment, SETA monitoring, Classroom Assessment Scoring System (CLASS) results, Desired Results Developmental Profile (DRDP) data, and child outcomes as well as analysis of embedded program and operational reporting systems such as ERSEA reports and progress in achieving established county-wide and locally established goals. Furthermore, sub-committees that comprise of staff, parents, and content coordinators update written program area plans and modify or develop policies and procedures for key management systems, which also results in the need to provide subsequent training for staff. Ultimately, upon the approval of the SCUSD’s governing boards (Board of Education, PC/PAC), funds are allocated to address the prioritized professional learning needs (see attached budget) of staff in order to ensure that both staff and parents receive the necessary training and professional development to move the program forward. The attached T&TA Plan has been collaboratively devised and is the direct result of data and information derived from all of the sources aforementioned.

APPROACH TO TRAINING, TECHNICAL ASSISTANCE AND PROGRAM IMPROVEMENT

Adjustments to the Training and Technical Assistance Plan (T/TA) proposed for FY 2024-2025 reflect the combined needs identified and prioritized by program staff. The plan also reflects the need to provide professional learning and training that are related to the locally and agency-wide established goals for the 2024-25 Plan of Action, which were driven by a careful analysis of PIR, program self-assessment and ongoing monitoring, DRDP assessment, Classroom Assessment and Scoring System (CLASS), community assessment, SETA monitoring, Early Childhood Environmental Rating Scale (ECERS) and ERSEA results and reports. Furthermore, a systematic approach was taken to ensure that the current budget is aligned with the 2024-2025 Plan of Action.

Summary:

- 1.) SCUSD embarked on an agency-wide self-assessment. Self-Assessment teams were established and met in November, December and January 2024;
- 2.) In January, the management team met to analyze and discuss the following data sources: Self-Assessment teams' summaries, DRDP agency level assessment results, SETA's Monitoring reports, PIR reports and the countywide Community Needs Assessment. The aggregated data was used to develop the final Self-Assessment Plan of Action for 2024-2025. The final Plan of Action will be shared with the SCUSD Policy Committee in March 2024 and the SCUSD School Board in March 2024. Items requiring follow-up will be addressed during the SCUSD Leadership Team meetings where progress will be assessed on a monthly basis.
- 3.) Staff set yearly goals for their personal development and, in conjunction with coordinators, add additional goals based on employee observation results and performance reviews.
- 4.) Head Start content coordinators worked collaboratively to create a comprehensive T/TA plan that aligns with the SCUSD goals and objectives and the 2024-2025 Program Plan of Action.

TRAINING DELIVERY

SCUSD offers a variety of venues, formal and informal forums to ensure that the professional and personal growth needs of current employees and parents are met. Training is provided utilizing the following methods:

- Pre-Service Staff Orientation: A 2-day back to school pre-service is provided for all staff in which key topics are reviewed and are aligned with the HS Performance Standards, the revised California Preschool Learning Foundations, and other mandated content relevant topics.
- Monthly Professional Learning: Teachers and Instructional Aides attend professional learning each month. Topics include early childhood education, curriculum, assessment, health/nutrition, safety/supervision, social services, case management, and children of different abilities. SCUSD has changed the structure of these trainings to allow for smaller groups of participation.

- Coaching: Instructional staff is offered instructional support and coaching through various modalities. These models allow for one-to-one, peer to peer, small group coaching, and self-reflection strategies.
- Delegate Kick-off: Each October, SCUSD, other delegates and grantee support staff come together to plan for the upcoming year, meet the members of the Delegate Support Team, and receive information regarding the latest developments in Head Start.
- Content Meetings: The Grantee (SETA) conducts Quarterly Meetings/Trainings for coordinators in all service areas. Topics are chosen by consensus of the coordinators from both the grantee and delegate programs.
- Parent Education: Parent education topics are presented during monthly class meetings. Topics range from promoting early literacy and transitioning to kindergarten to positive safety and health practices. SCUSD has implemented Ready Rosie as the research-based parenting curriculum.
- Conferences: Parents have the opportunity to attend workshops and conferences including the California Head Start Association Conference.

TRAINING MONITORING AND EVALUATION

- Training for staff and parents include an opportunity for individual input via a Professional Learning Evaluation form. These forms are collected and reviewed to ensure that the content of the training meets the needs of the participants.
- Individual sign-in-out sheets are tracked to verify that participants participate in training and that the mandated number of training hours has been provided.
- Each year, staff members are asked to set personal and professional goals using Individual Professional Development Plans (IPDP) in collaboration with their supervisors.
- Teaching staff are surveyed to identify possible topics for professional learning.
- District “Brown Bag” training opportunities are also provided for central support staff to enhance their development in relation to their personal goals and objectives.

Leadership Team meetings occur with attention to specific content and topics aligned to the district with a certain portion of the meeting to update the Plan of Action and progress on goals. This process allows for careful tracking and monitoring of reports, child and family outcomes, and adherence to timetables. The process promotes continuous improvement science cycles of inquiry, increases staff accountability, and program efficacy.

At the SCUSD executive level, the Assistant Superintendent of Early Learning and Care serves as the Head Start Director and attends SETA’s Delegate Directors Meetings, which regularly addresses the monitoring, tracking, and attainment of the grantee/delegate agencies’ goals. Additionally, attends monthly district leadership meetings as a member of the SCUSD Academic Office Leadership Team, which is responsible for the teaching, learning, curriculum, instruction, assessment, and response to intervention as part of SCUSD’s mission and vision.

TRAINING AND TECHNICAL ASSISTANCE PLAN

2025-2026

[NOTES LEGEND: M=Mandated; GNO= Goals and Objectives; PIP= Program Improvement Plan

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
1. Improve Management Systems and compliance with Head Start performance standards							
<i>A. ERSEA-Strengthen enrollment process and procedures</i>							
Support and training for Enrollment/Registration Staff	Child Development Specialists Coordinator	Data Technician Coordinator Consultant	Staff will be fully trained in current Head Start Enrollment, Recruitment, Selection, Eligibility and Attendance (ERSEA) procedures. Training will include topics in record keeping, public relations, customer services skills, Team building strategies and database support. Recruitment strategies will be shared with enrollment staff to build capacity and knowledge of program options.	Ongoing	\$1,000	\$0	GNO, SA

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Registration and Health staff training	Child Development Specialists Nurses Clerk	SETA Content Data Technician	Nurses and Enrollment Staff will receive Child Plus training specific to Health and Nutrition tracking and systems. Staff will be able to pull reports and monitor health data effectively and complete follow ups when mandated.	September 2025	\$0	\$0	Child Plus and how to utilized available reports
<i>B. Human Resources – Increase opportunities for professional development and personal growth for all staff</i>							
Pre-Service and Professional Learning	Teaching Staff	Teaching Staff	Staff will gain a greater sense of proficiency in their job responsibilities, i.e. planning and completing lessons, completing health & safety training through Pre-Service and an on-line portal to provide flexibility and meet the needs of staff learning styles.	August 2025	\$3,500	\$975	PA, M

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Leadership Training	Coordinators	Consultants Conferences	Leadership will learn Continuous Improvement Cycle of, Inquiry, Growth Mindset and strength based coaching to support all programs and staff.	2025-26	\$1,500	\$450	GNO, PA
New Employee Orientation	New Staff	Coordinators	New staff will understand agency and district policies and procedures, Head Start and state licensing requirements.	Ongoing as new staff are hired	\$0	\$0	PA
Volunteer Training	Volunteers	Coordinators Instructional Staff Parent Advisor	Volunteers will receive training on Head Start philosophy, program goals and policies and procedures.	Ongoing	\$0	\$0	PA & Self-Assessment
<i>C. Ongoing monitoring- Enhance ongoing monitoring and record keeping systems</i>							
CLASS and CLASS Environment Independent Assessors	Teachers Coordinators	Consultant	Independent CLASS and CLASS Environment assessors will administer these assessments to targeted classrooms.	Fall of 2025	\$4,361	\$950	Self-Assessment

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Head Start Preschool CLASS Assessors Training and recertification	Coordinators	Consultant Vendor	Staff will be trained and re-certified to use the CLASS instrument to assess preschool classroom teacher/child interaction.		\$1,200	\$950	
<i>D. Program Governance – Strengthen Program Governance</i>							
Policy Committee Training / Conferences	Parent Council Members Parents	Various agencies	Parents will have the opportunity to engage in the education of their children. They will have opportunities to network with other parents and will learn how to advocate for their children	Fall 2025 and ongoing	\$1,500	\$513	M
Improve Family and Community Partnership Meetings	Teaching Staff	Coordinators	Staff will improve their documentation skills and obtain a clearer understanding of the Family Partnership Agreements process and how to provide follow-up to families.	September 2025 and ongoing	\$0	\$0	GNO, Self-Assessment

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Staff Conferences	Coordinators Support Staff	California Head Start Association Early Edge, SELPA, CDE, SCOE, Region 9, NAECY, and Zero to Five	Staff will attend various conferences and trainings to keep current and up to date on policy and trends in the field.	2025-26	\$5360	\$1,939.72	GNO
<i>E. Program Planning – Enhance Program Planning</i>							
Annual	Coordinators Central Staff	Various providers	Annual program planning	2025-2026	\$0	\$0	
2. Increase safety practices and trainings							
<i>A. Health & Safe Environments</i>							
Health Training	Staff & Parents	Nurse & Classroom Staff	Parent and Staff will demonstrate increased knowledge of health-related issues. SIDS and Safe Sleep Training will be provided for EHS staff.	Fall 2025	\$0	\$0	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Safety Curriculum Training	All	Classroom Staff Coordinators School Community Liaison	Staff will implement Safety Curriculum to support classroom management and teach pedestrian & walking safety, emergency preparedness, and outdoor & summer safety.	Fall 2025 and ongoing	\$0	\$0	
Safety and Supervision Training and Parent's Rights	All	Coordinators	Staff will follow all Safety and Supervision procedures including SUPER-vision to ensure children are properly supervised.		\$0	\$0	
<i>B. Nutrition</i>							
Promote Healthy Snacks	Staff & Parents	Nurses	Sprouts and Harvest of the Month flyers are sent out monthly.	Monthly	\$0	\$0	
<i>C. Mental Health</i>							
Social Emotional Education-curriculum	Teaching Staff	Consultant	All instructional and support staff will learn effective social emotional instructional strategies and use the revised		\$3,000	\$1,350	GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
			Preschool Learning Foundations to improve the classroom social emotional environment. Staff will be trained on current research in brain development and appropriate teacher/child interactions that foster nurturing relationships with their students. In addition, teachers will gain social emotional learning strategies to help children cope with trauma and reduce challenging behaviors in the classroom setting.				
Staff Wellness and Self Care	All Staff	SEL Department	All staff will be trained on mindfulness strategies using evidence-based curriculum to reduce employee burnout, absenteeism and improve social emotional learning practices that foster nurturing relationships with their students and co-workers. Classroom	August 2025 – May 2026	\$0	\$0	GNO

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
			staff will be given resources and materials to support their own self-care strategies that can be modeled in the classroom for the students as well.				
Social Emotional Education and Staff Wellness	Classroom Staff	Clinicians	All staff will be trained social emotional strategies and mindfulness strategies using evidence-based curriculum to reduce employee burnout, absenteeism and improve social emotional learning practices that foster nurturing relationships with their students and co-workers. Classroom staff will be given resources and materials to support their own self-care strategies that can be modeled in the classroom for the students as well.	August 2025 ongoing	\$0	\$0	M, GNO, and SA
<i>D. Disabilities</i>							

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Classroom Behavior Management	Teachers Coordinators	Consultant	Staff will be trained and have an in-depth knowledge on how to plan and work with children of all abilities.	Winter 2025	\$2,000	\$0	GNO
<i>E. Education</i>							
Creative Curriculum fidelity and coaching	All Classroom staff	Consultant	Classroom staff will gain a deeper knowledge of the Creative Curriculum implementation and fidelity including the use of My Teaching Strategies that will assist teachers with developing stronger lesson plans and instruction.	Fall of 2025 and Ongoing	\$6,000	\$1,000	GNO, SA, and PIP

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
CLASS Training for Teachers and Instructional Aides	Teachers, Instructional Aides, Coordinators	Teach Stone and/or SCOE	Classroom staff will gain a deeper understanding of CLASS domains and how to integrate activities in their lessons to improve classroom climate and improve regard for student perspective.	Winter of 2025	\$0	\$0	SA, PIP
Parent Education – Ready Rosie	Parents	Coordinator and Classroom Teachers	Parents will gain an understanding of child development, language acquisition, and program curriculum. Parents will engage with their children in problem solving challenging behaviors.	Fall 2025 and ongoing	\$0	\$0	

Training or Technical Assistance Strategy	Participants	T & TA Provider	Content/Expected Outcome	Timeline	Estimated Cost T/TA Budget Source		Notes
					HS - 5212	EHS - 5216	
Learning Genie	All Classroom staff, Data Technician and Coordinators	Learning Genie	Parents and teachers will have greater access and information on student outcomes. Data Technician will have the ability to monitor teacher progress, push out updates and support I-pad usage.		\$1239	\$0	
<i>F. Family Services & Community Partnerships</i>							
Local Travel							
Indirect – 4.49%					\$ 1,340.68	\$ 322.28	
TOTAL					\$31,200	\$7,500	

Sacramento City Unified School District
Early Head Start Center-based 12 months

SCHOOL CALENDAR 2025-2026

2025																					
<p style="text-align: center;">ONLY CROSS OUT DAYS WHEN CLASSES ARE <u>NOT</u> IN SESSION</p> <p style="text-align: center;">August <u>1</u>, 2025 - July <u>31</u>, 2026 236 Days, 8 Hours 1888 Total hours</p>	August (21)						September (21)														
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa							
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	3	4	5	6	7	8	9	7	8	9	10	11	12	13							
	10	11	12	13	14	15	16	14	15	16	17	18	19	20							
	17	18	19	20	21	22	23	21	22	23	24	25	26	27							
	24	25	26	27	28	29	30	28	29	30											
31																					
October (23)							November (14)						December (15)								
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
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2026																					
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4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	
25	26	27	28	29	30	31								29	30	31					
April (20)							May (20)						June (21)								
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							31														
JULY (22)							NOTES														
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12	13	14	15	16	17	18															
19	20	21	22	23	24	25															
26	27	28	29	30	31																

Sacramento City Unified School District
Early Head Start Center-based 10 months

SCHOOL CALENDAR 2025-2026

2025																				
ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION Aug <u>27</u> , 2025 - June <u>11</u> , 2026 181 Days, 8 Hours 1448 Total hours	August (3)						September (21)													
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
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	3	4	5	6	7	8	9	7	8	9	10	11	12	13						
	10	11	12	13	14	15	16	14	15	16	17	18	19	20						
	17	18	19	20	21	22	23	21	22	23	24	25	26	27						
	24	25	26	27	28	29	30	28	29	30										
	31																			
October (23)						November (14)					December (15)									
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
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2026																				
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
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Sacramento City Unified School District
Head Start Full Day 12 months

SCHOOL CALENDAR 2025-2026

2025																				
ONLY CROSS OUT DAYS WHEN CLASSES ARE NOT IN SESSION August <u>1</u> , 2025 - July <u>31</u> , 2026 236 Days, 7 Hours 1652 Total hours	August (21)							September (21)												
	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
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	17	18	19	20	21	22	23	21	22	23	24	25	26	27						
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Sacramento City Unified School District

Head Start Wrap

SCHOOL CALENDAR 2025-2026

2025																				
ONLY CROSS OUT DAYS WHEN CLASSES ARE <u>NOT</u> IN SESSION Aug <u>27</u> , 2025 - June <u>11</u> , 2026 181 Days, M-Th 6.5 Hours, F nad HV/Parent Conf 3.75 hours 1041.75 Total hours 132 days at 6.5 hrs & 49 days at 3.75 hrs	August (3)							September (21)												
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2026																				
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11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
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19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
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JULY (0)							NOTES													
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Schedule A-1 Personnel Detail

3/13/2025, 7:08 AM

Sacramento City Unified School District

Qty	Title	Hrly Rate	Hrs/Wk	Wks/Yr	Annual	%	HS - Basic	HS - T/TA	EHS - Basic	EHS - T/TA	NFS - HS	NFS - EHS	HSES Class
Program Operations													
1	Clinician Social Worker	\$94.39	40	41.2	155,555	40%	62,222						6
1	Clinician Social Worker	\$92.48	40	41.2	152,407	55%	76,204		15,241				6
1	Children Center Nurse	\$36.13	40	46.8	67,635	40%	27,054						6
1	School Nurse	\$51.80	40	39	80,808	70%	24,242		32,323				6
22	CD Teachers - Pre-k (20 HS/ 4 ST)	\$61.92	40	38.4	2,092,401	45%	941,580				1,150,821		2
7	CD Teachers - Pre-k (16 HS/ 8 ST)	\$71.51	40	38.4	768,876	40%	307,550				461,326		2
2	CD Teachers - Pre-k Full Day (HS/ST 12 months)	\$82.88	40	46.8	310,303	45%	139,636				170,667		2
22	Instructional Aide Pre-k (20 HS/ 4ST - 7 hours)	\$28.81	35	40	887,348	45%	399,307				488,041		5
7	Instructional Aide Pre-k (16 HS/ 8 ST - 7 hours)	\$28.06	35	40	274,988	40%	109,995				164,993		5
2	Instructional Aide Pre-k Full Day (HS/ST 12 months - 7 hours)	\$29.74	35	52	108,254	45%	48,714				59,540		5
18	Child Care Attendants - Pre-k (20 HS/ 4 ST - 6 hours)	\$24.02	30	40	518,832	45%	233,474						9
6	Child Care Attendants Pre-k (16 HS/ 8 ST - 3.5 hours)	\$23.91	17.5	40	100,422	0%	-						9
6	Child Care Attendants - Pre-k Full Day (20 HS/ 4 ST - 7 hours)	\$24.22	35	40	203,448	45%	91,552						9
1	Child Care Attendants - Pre-k Full Day (16 HS / 8 ST -7 hours)	\$24.60	35	40	34,440	40%	13,776						
1	CD Teachers - EHS (10 months)	\$59.24	40	40	94,784	50%			47,392			23,696	2
2	CD Teachers - EHS (12 months)	\$64.00	40	46.8	239,616	50%			119,808			59,904	2
1	Instructional Aide EHS Full Day (EHS/ST 10 months - 8 hours)	\$24.71	40	40	39,536	50%			19,768				5
2	Instructional Aide EHS Full Day (EHS/ST 12 months - 8 hours)	\$27.68	40	52	115,149	50%			57,575				5
1	Child Care Attendants - EHS Full Day (HS/ST 10 months - 8 hours)	\$22.52	40	40	36,032	50%			18,016				9
					0								
104	Subtotal				\$6,280,834		\$2,475,307	\$0	\$310,122	\$0	\$2,495,387	\$83,600	
Parent/ Family Support													
1	Parent Advisor	\$32.96	40	44.8	59,064	45%	26,579						11
1	School Community Liasion	\$30.00	40	40	48,000	45%	21,600						11
					0								
2	Subtotal				\$107,064		\$48,179	\$0	\$0	\$0	\$0	\$0	
Administration/Facilities/Maintenance													
1	Assistant Superintendent	\$99.04	40	47.8	\$189,364	2.5%	\$4,734						12
1	Coordinator	\$76.31	40	46.2	\$141,021	50%	\$70,511						14
1	Coordinator	\$76.31	40	46.2	141,021	50%	\$70,511						14
1	Coordinator	\$79.37	40	46.2	146,676	50%	\$73,338						14
1	Coordinator	\$68.88	40	46.2	127,290	50%			63,645			31,823	14
1	Data Technician	\$37.14	40	52	77,251	55%	34,763			7,725			18
1	Program Technician	\$32.08	40	52	66,726	50%	26,690		6,673				17
7	Specialist	\$30.58	40	52	445,245	50%	222,623						16
1	Specialist	\$30.76	40	52	63,981	40%	25,592						16
1	Specialist	\$29.77	40	52	61,922	55%	27,865		6,192				16
4	Custodians	\$25.41	40	52	211,411	50%	\$105,706						19
					0								
20	Subtotal				\$1,671,908		\$662,332	\$0	\$84,235	\$0	\$0	\$31,823	
126	Grand Total				\$ 8,059,806		\$ 3,185,818	\$ -	\$ 394,357	\$ -	\$ 2,495,387	\$ 115,423	

Schedule A. HS Personnel

Agency: Sacramento City Unified School District FY: 2025-26 Program: Head Start

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non- Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	30.35	1,388,767	-	1,782,813	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	26.46	558,016	-	712,574	0%
6	Health/Mental Health Services Personnel	3.20	189,722	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	0.00	-	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	21.20	325,026	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnerships						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	2.00	48,179	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	1.00	4,734	-	-	100%
13	Head Start / Early Head Start Director	0.00	-	-	-	100%
14	Managers	3.08	214,359	-	-	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	8.80	276,080	-	-	100%
17	Fiscal Personnel	0.80	26,690	-	-	100%
18	Other Administrative Personnel	0.82	34,763	-	-	100%
Other						
19	Maintenance Personnel	4.00	105,706	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
TOTAL PERSONNEL		101.71	3,172,042	-	2,495,387	

Schedule A. EHS Personnel

Agency: Sacramento City Unified School District

FY: 2025-26

Program: Early Head Start

HSES Line Item (class)		Number of Persons Employed	Cost for Program Operations	Cost for Training & TA	Non- Federal Share	Admin Allocation %
Child Health and Development						
1	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Includes program managers, supervisors, and content experts in child development, health, mental health nutrition, and disabilities services. Include home-based and family child care supervisors.					
2	Teachers/Infant Toddler Teachers	3.65	167,200	-	83,600	0%
	Include all teachers, infant and toddler.					
3	Family Child Care Personnel	0.00	-	-	-	0%
	Includes family child care staff if they are agency employees. If providers are not agency employees, enter costs under item (f)(6) or (h)(7).					
4	Home Visitors	0.00	-	-	-	0%
5	Teacher Aides & Other Education Personnel	3.67	77,343	-	-	0%
6	Health/Mental Health Services Personnel	0.80	47,564	-	-	0%
	Includes nurses, health service aides, speech therapists, mental health staff and other health services personnel.					
7	Disabilities Services Personnel	0.00	-	-	-	0%
8	Nutrition Services Personnel	0.00	-	-	-	0%
	Includes nutritionists, cooks, and other food services staff.					
9	Other Child Services Personnel	1.18	18,016	-	-	0%
	Include any personnel that provide services to children that cannot be reported in any other category.					
Family and Community Partnership						
10	Program Managers & Content Area Experts	0.00	-	-	-	0%
	Include program managers, coordinators, supervisors, and content experts in parent involvement, social services, volunteer coordination, or other family and community partnership activities.					
11	Other Family & Community Partnerships Personnel	0.00	-	-	-	0%
	Include social workers, family service workers, social services aides, parent involvement aides, and other family and partnerships staff.					
Program Design and Management						
12	Executive Director/Other Supervisor of HS Director	0.00	-	-	-	100%
13	Head Start/Early Head Start Director	0.00	-	-	-	100%
14	Managers	0.92	63,645	-	31,823	100%
15	Staff Development	0.00	-	-	-	100%
16	Clerical Personnel	0.20	6,192	-	-	100%
17	Fiscal Personnel	0.20	6,673	-	-	100%
18	Other Administrative Personnel	0.18	7,725	-	-	100%
Other						
19	Maintenance Personnel	0.00	-	-	-	5%
20	Transportation Personnel	0.00	-	-	-	0%
21	Other Personnel	0.00	-	-	-	0%
TOTAL PERSONNEL		10.79	394,357	-	115,423	

Sch A Wksht

Class	Total FTE	HS FTE	HS T/TA	EHS FTE	EHS T/TA	HS Amt	HS T/TA Amt	EHS Amt	EHS T/TA Amt	Total Amt	HS In-kind	EHS In-kind
1	-	-	-	-	-	-	-	-	-	-	-	-
2	34.00	30.35	-	3.65	-	1,388,767.20	-	167,200	-	1,555,967	1,782,813	83,600
3	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-
5	30.13	26.46	-	3.67	-	558,016.10	-	77,343	-	635,359	712,574	-
6	4.00	3.20	-	0.80	-	189,721.90	-	47,564	-	237,286	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-
9	22.38	21.20	-	1.18	-	325,026.00	-	18,016	-	343,042	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-
11	2.00	2.00	-	-	-	48,178.80	-	-	-	48,179	-	-
12	1.00	1.00	-	-	-	4,734.10	-	-	-	4,734	-	-
13	-	-	-	-	-	-	-	-	-	-	-	-
14	4.00	3.08	-	0.92	-	214,359.00	-	63,645	-	278,004	-	31,823
15	-	-	-	-	-	-	-	-	-	-	-	-
16	9.00	8.80	-	0.20	-	276,079.80	-	6,192	-	282,272	-	-
17	1.00	0.80	-	0.20	-	26,690.40	-	6,673	-	33,363	-	-
18	1.00	0.82	-	0.18	-	34,762.95	-	7,725	-	42,488	-	-
19	4.00	4.00	-	-	-	105,705.50	-	-	-	105,706	-	-
20	-	-	-	-	-	-	-	-	-	-	-	-
21	-	-	-	-	-	-	-	-	-	-	-	-
	112.50	#####	-	10.79	-	3,172,041.75	-	394,357.30	-	3,566,399.05	2,495,386.70	115,422.50

90%

10%

112.50

Schedule B - Fringe Benefits
2025-26

Agency Sacramento City Unified School District

HSES Line Item	%	Description	Head Start		Early Head Start		Head Start	Early Head Start
			Basic	T&TA	Basic	T&TA	NFS	NFS
1	6.20%	Social Security	112,918	-	13,147	-	13,174	2,874
	0.05%	Unemployment Insurance	1,593	-	197	-	-	58
	1.50%	Worker's Comp Insurance	47,787	-	5,915	-	37,431	1,731
	1.45%	State Disability	46,194	-	5,718	-	36,183	1,674
Total Line 1			\$ 208,493	\$ -	\$ 24,978	\$ -	\$ 86,788	\$ 6,336
2	100.00%	Health/Dental/Vision/OPEB Life	1,575,500	-	147,375	-	593,010	42,587
			-	-	-	-	-	-
Total Line 2			\$ 1,575,500	\$ -	\$ 147,375	\$ -	\$ 593,010	\$ 42,587
3	100.00%	Retirement	756,783	-	61,554	-	357,191	15,279
Total Line 3			\$ 756,783	\$ -	\$ 61,554	\$ -	\$ 357,191	\$ 15,279
4		Other Fringe	-	-	-	-	-	-
Total Line 4			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Fringe			\$ 2,540,776	\$ -	\$ 233,907	\$ -	\$ 1,036,990	\$ 64,202

Admin Allocation	
HS	EHS
9.91%	22.77%

*The default Admin Allocation percentages for Fringe Benefits are calculated based on the data entered in the Personnel section of the Line Item Budget.

Schedule C - Out-Of-State Travel

Agency Sacramento City Unified School Dist

FY 2025-26

Program _____

# Staff/Parent	Description	Basic	T & TA	Admin %
	HEAD START TOTAL	\$ -	\$ 8,059	
1	Region 9 Head Start Association		2,687	
1	National Head Start Association		2,686	
1	Head Start California		2,686	
	EARLY HEAD START TOTAL	\$ 6,000	\$ -	
1	Zero To Three	3,000		
1	National Head Start Association	3,000		
Total Travel		\$ 6,000	\$ 8,059	

Schedule D - Equipment

Agency Sacramento City Unified School

FY 2025-26

Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Admin %
		Basic	T&TA	Basic	T&TA	NFS	NFS	
1	Office Equipment							
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2	Classroom/Outdoor/Home-based							
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Vehicle Purchase							
Total Line 3		\$ -	\$ -	\$ -	\$ -	0	0	
4	Other Equipment							
Total Line 4		\$ -	\$ -	\$ -	\$ -	0	0	
Total Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Any tangible, non-expendable, personal property charged directly to an award that has a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Schedule E - Supplies

Agency Sacramento City Unified School

FY 2025-26

Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head Start	Admin %
		Basic	T&TA	Basic	T&TA	NFS	NFS	
1	Office Supplies	12,000						
Total Line 1		\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ -	
2	Child and Family Services Supplies	-						
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3	Food Services Supplies	12,000						
Total Line 3		\$ 12,000	\$ -	\$ -	\$ -	0	0	
4	Other Supplies	12,000		11,006				
Total Line 4		\$ 12,000	\$ -	\$ 11,006	\$ -	0	0	
Total Supplies		\$ 36,000	\$ -	\$ 11,006	\$ -	\$ -	\$ -	

Schedule H - Other

Agency Sacramento City Unified School E

FY 2025-26

Program 0

HSES Line Item	Description	Head Start		Early Head Start		Head Start	Early Head
		Basic	T&TA	Basic	T&TA	NFS	Start NFS
1	Depreciation /Use Allowance						
Total Line 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	Rent						
Total Line 2		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	Mortgage						
Total Line 3		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Utilities, Telephone						
Total Line 4		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	Building and Child Liability Insurance						
Total Line 5		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	Building Maint. / Repair & Other Occp.						
Total Line 6		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7	Incidental Alterations/Renovations						
Total Line 7		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	Local Travel						
Total Line 8		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	Nutrition Services	10,000					
Total Line 9		\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
10	Child Services Consultants						
Total Line 10		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Volunteers						
Total Line 11		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12	Substitutes (if not paid benefits)	102,604		45,445			
Total Line 12		\$ 102,604	\$ -	\$ 45,445	\$ -	\$ -	\$ -
13	Parent Services						
Total Line 13		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
14	Accounting and Legal Services						
Total Line 14		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
15	Publications/Advertising/Printing						
Total Line 15		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16	Training or Staff Development						
	Support and Training for ERSEA		1,000				
	Instructional Coach Training - Leadership		1,500		450		
	Instructional Coach Training - Coordinator						
	CLASS and CLASS Enviroment Independent Assessors		4,361		950		
	HS CLASS Assessors Training and recertification		1,200		950		
	Policy Committee Training / Conferences		1,500		513		
	Social Emotional Education-curriculum		3,000		1,350		
	Compassionate Dialogue and Equity Training						
	Classroom Behavior Management		2,000				
	Creative Curriculum fidelity and coaching		6,000		1,000		
	Parent Education- Ready Rosie						
	Child Plus						
	Learning Genie		1,239				
	Parent Conferences Workshop						

Adm%

Staff Conferences (Region 9, NHSA, Zero to Three, Child Plus, CHSA, Early Edge, SELPA, and SCOE)				1,965		
Total Line 16	\$ -	\$ 21,800	\$ -	\$ 7,178	\$ -	\$ -
17 Other	18,893		10,000			
Total Line 17	\$ 18,893	\$ -	\$ 10,000	\$ -	\$ -	\$ -
Total Other	\$ 131,497	\$ 21,800	\$ 55,445	\$ 7,178	\$ -	\$ -

Agency

Sacramento City Unified School District

Schedule X - Admin

FY 2025-26

Program

	Head Start			Early Head Start		
	Basic	TA	NFS	Basic	TA	NFS
Personnel	561,912	-	-	84,235	-	31,823
Fringe Benefits	251,912	-	102,815	53251.69468	-	14,616
Travel	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
Supplies	-	-	-	-	-	-
Contractual	-	-	-	-	-	-
Construction None	-	-	-	-	-	-
Other	-	-	-	-	-	-
Indirect Charges 100%	264,645	1,341	-	31,462	322	-
TOTAL	\$ 1,078,468	\$ 1,341	\$ 102,815	\$ 168,949	\$ 322	\$ 46,439

Total Admin Cost \$ 1,182,624

Head Start Admin % 12.16%

Total Admin Cost \$ 215,710

Early Head Start Admin % 23.46%

**Sacramento City Unified School District
Early Head Start Program
Budget Narrative
2025-2026**

Personnel \$394,357

Early Head Start funds, along with state CCTR funding, will support salary and benefit expenses for EHS staff in the 2025-2026 fiscal year. CCTR funding will support 50% of salaries and benefits for three EHS Instructional Aides and one EHS Child Care Attendant. In addition, CCTR will support 50% of salaries and benefits for one EHS Coordinator and three Child Development Infant/Toddler teachers' and EHS will support the remaining 50%. Partial funding from Early Head Start will also provide additional support in funding one social worker and one school nurse will offer assistance and support to students and their families. Clerical staff will include one specialist, one data technician, and one program technician responsible for budgeting, purchasing, student registration and attendance, data collection and licensing. There will be two Infant-Toddler program option available for the year of 2025-26. Option one: 12 month full day program which operates one infant class and one toddler class from August 01, 2025 – July 31, 2026 (236 days) that runs 8 hours per day, Monday – Friday. Option two: 10 month full day program which operates one toddler class from August 27, 2026 – June 11, 2026 (181 days) that runs 8 hours per day, Monday – Friday.

Fringe Benefits \$233,907

The overall costs of health insurance will increase for all positions in the 2025-2026 school year. The estimated average health and welfare expense for SCTA members will have an estimated increase of 12% and SEIU members will have an estimated increase of 11%. All 2025-2026

fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance and Workers' Compensation and Retirement percentages.

Supplies \$11,006

Supplies include all instructional and non-instructional items for three infant and toddler classes.

Appropriate classroom supplies will be purchased with Early Head Start funds to ensure that teachers and children have the materials and supplies needed to maintain the age-level curriculum. Supplies include but are not limited to the following:

Child Services Supplies - All toys must support infants and toddlers developmental growth in all areas: physical (gross motor skills and fine motor skills), language development, cognitive abilities, and social-emotional development including infants and toddlers with hearing, language, visual and mental impairments. These toys can include crayons, paint, paper, blocks, puzzles, sorting tubs, games, rattles, vehicle sets, dolls, balls, cause-and-effect toys, push and pull, dress-up and outdoor wheel toys, and other manipulatives objects.

Health and Safety Supplies - These funds will also be used to purchase cots, cribs, sheets, changing tables, diapers, and wipes. Supplies must also be age-appropriate to meet the needs of infants and toddlers with disabilities and prioritizing safety features that are developmentally appropriate for this age group. Medical and health supplies typically consist of toothbrushes, toothpaste, surgical masks, gloves, and general first aid supplies. Locking, and medical boxes are provided to secure medications, and zip-lock bags, batteries, gloves, tongue depressors, and eye charts are provided.

Operational Supplies - Materials and supplies are provided to the parents and staff for use in meetings, training, and workshops. These materials can include flyers, local community information, forms, folders, and/or binders.

Office Supplies and Non-Instructional Supplies - These are considered to be any supplies needed and utilized by staff in the classroom, central office, and at the off-site registration center, such as pens, pencils, paper, calculators, scissors, staplers, notepads, ink cartridges and rulers.

Other Supplies – Custodial supplies include toilet paper, toilet seat covers, hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, wipes and disinfectant for toys, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops, and all custodial items necessary to provide a clean, safe, and healthy environment.

Other \$55,445

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the positions of teacher, instructional aide, and childcare attendant.

Parent Services - Items such as bus passes are purchased for parents that do not drive so they can engage in meaningful program activities. Parents may also submit childcare expenses for reimbursement while attending Head Start meetings.

Mileage - Staff are reimbursed for the use of their personal vehicle while performing home visits, travel between sites and to attend meetings. Parents who attend Policy Committee meetings as well as all other meetings that pertain to the Head Start program are reimbursed for mileage at the current reimbursement rate as set by the Internal Revenue Service.

Operational Supplies – Equipment rental, which covers a percentage of the expense, for SCUSD's rented copiers at the central office, the registration center and school sites whenever teachers use the equipment.

Others - Licensing fees and permits are paid annually per site and calculated by the number of children at each site, other fees are also paid for Fire Department alarm permits and building safety inspections.

Training and Technical Assistance \$7,500

The Training and Technical Assistance budget has been dedicated to parent and staff training with appropriations for the costs of consultants, in state and out of state conferences (Zero to Three, NHSA, Region 9, NAEYC, etc.....), local workshops and training. Instructional staff will be provided with monthly staff development and faculty training meetings.

Funding in the amount of \$7,178 has been allocated for consultants as well as training in the *areas of Human Resources – Effective Leadership Training Ongoing. Monitoring- CLASS & CLASS Independent Assessors. Ongoing Monitoring – CLASS & CLASS Independent Assessors, Preschool CLASS Assessors Training and recertification. Program Governance – Parent/ Staff Conferences. Mental Health – Social Emotional Education curriculum, Compassionate Dialogue and Equity Training. Education – Creative Curriculum Fidelity & Coaching.*

This amount includes the Indirect Charge \$322.28.

Cost Allocation Methodology

Early Head Start is supported by State CCTR funding in the area of salaries and benefits for classroom and support staff and contributes toward the cost of three Child Development teachers, three Instructional Aides, one Child Care Attendant, one Specialist, one Data Information Technician, one Program Technician, one Clinician, and one Coordinator.

Non-Federal Share \$184,919

The 25% Non-Federal share will be met through state CCTR funding, being 25% of 3 EHS Teachers and 1 EHS Coordinator annual salary.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all ongoing expenses for the Early Head Start Program. This system aligns with the whole district and is the primary financial accounting system used. Monthly reports are processed to ensure the accuracy of the information. Early Head Start reports are submitted to the Parent Policy Committee and staff for review. These reports are used by SETA as a tool to reimburse Sacramento City Unified School District for the incurred expenses.

In-Direct Charges \$31,462

The District's current 2025-2026 in-direct cost rate of 4.49% is charged to all grant-funded programs, including the Early Head Start Basic (\$31,462.09) and the Early Head Start Training and Technical Assistance (\$322.28) grants.

**Sacramento City Unified School District
Head Start Program
Budget Narrative
2025-2026**

Personnel \$ 3,185,818

The Early Learning and Care Assistant Superintendent will oversee the Child Development Department and in ensuring teaching and program staff must be qualified for their respective positions and provide quality instruction to the children as well as ensure that the environment is safe, clean, healthy and in compliance with the Head Start standards and requirements. The Coordinators (4), Nurses (2), Clinician Social Workers (2), Parent Advisor (1), and School Community Liaison (1) will offer assistance and support to students and their families, as well as oversee and support all of the other programs being offered including the Infant Toddler class program. Clerical and office staff is responsible for a variety of duties including but not limited to: budgeting, purchasing, student registration and attendance, safety, site maintenance, custodial duties, security, data collection and licensing.

For the fiscal year 2025-2026, all instructional staff who teach in the Head Start/State CSPP Wrap and 12 month full- day program are split funded at 45% Head Start and 55% CSPP. The support staff including Instructional Aides and Child Care Attendants will also be split funded to reflect the same 45/55 allocation. All other personnel in the Head Start program are funded with a blend of state and federal funds.

There will be two Preschool program options available for the year of 2025-26. Option one: twenty-nine locally designed center-based wrap option classes run 10 months per year from August 27, 2025- June 11, 2026 (181 days) for 6.5 hours per day, Monday – Thursday and 3 hours and 45 minutes on Friday. Option two: two locally designed full-day option classes operate

as 12-month programs from August 01, 2025 – June 31, 2026 (236 days) that run 7 hours per day, Monday – Friday.

Fringe Benefits \$ 2,540,776

The overall costs of health insurance will increase for all positions in the 2025-2026 school year. The estimated average health and welfare expense for SCTA members will have an estimated increase of 12% and SEIU members will have an estimated increase of 11%. All 2025-2026 fixed charges will increase and the amounts are based on current Social Security, Medicare, Unemployment Insurance, and Workers' Compensation and Retirement contribution percentages.

Supplies \$ 36,000

Supplies include all instructional and non-instructional items for 31 classes, as well as, both the central and registration offices located at the main district office. Consumable and classroom supplies purchases are to ensure that classrooms are well equipped and that all children have age-appropriate curriculum and materials available to them. Supplies include but are not limited to the following:

Office Supplies and Non-Instructional Supplies - These are considered to be any supplies needed and utilized by staff in the classroom, central office, and at the registration center, such as pens, pencils, paper, calculators, scissors, staplers, notepads, ink cartridges, and rulers.

Child Services Supplies - This includes various crayons, tempera paint, construction paper, moon sand, pattern blocks, tubs of animals, sight word games, ethnic puppets and dolls, puzzles, curriculum flashcards, yoga activity cards, geometric boards, word magnets, science kits, and action games. Supplies must also be age-appropriate to meet the needs of children with disabilities. All toys must support children with hearing, language, visual and mental impairments.

Family Services Supplies – Five dollars per student is allocated to all classrooms for the parent activity fund. An activity is selected and voted for by the parents, participation in the activity allows for group participation of the parents.

Materials and supplies are provided to the parents for use in meetings, training and workshops. These materials can include flyers, local community information, forms, folders and/or binders.

Other Supplies – Custodial supplies including toilet paper, toilet seat covers, and hand towels, hand soap, laundry soap, gloves, carpet cleaner, vacuum bags, floor stripper and wax, disinfectant cleaner for surfaces and trash can liners. Door and floor mats, buckets, brooms, mops, and all custodial items necessary to provide a clean, safe, and healthy environment.

Banners, posters, and postcards in multiple languages, will be placed in neighborhood stores, school site offices, small businesses, and other locations as part of the student recruitment process. Postcards providing program information in multiple languages are also mailed to homes in the targeted area zip codes.

Medical and health supplies typically consist of toothbrushes, toothpaste, surgical masks, and general first aid supplies. Disaster preparedness kits are provided to each class and refreshed as needed. Medical boxes are provided to secure medications and zip-lock bags, batteries, gloves, tongue depressors, and eye charts are provided.

Food Services Supplies - This includes refreshments such as coffee, tea, and water, and snacks to be provided during Policy Committee Meetings and any parent engagement events.

Other \$ 131,497

Building and Maintenance Repair - Funds are expended for the maintenance and upkeep of the classrooms and centers, with a specific focus on health and safety. Some common repairs are bathroom plumbing, flooring, downed fences, unsafe trees and vegetation and other playground hazards, playground equipment repair, border replacement and fiber fill. Charges are based on the

district maintenance employee salary and benefits as well as the cost of the materials used for the repair. Large work order requests are presented to outside community contractors for bid.

Nutrition Services and Federal Free and Reduced Meal Program (CACFP) - CACFP is operated by the SCUSD Nutrition Services Department and provides breakfast, lunch, and snacks for the children. Meals are required to be eaten family-style at the centers and the adult meals are paid for by the Head Start budget.

Substitutes - Funding is allocated to cover the cost of classroom substitutes for the position of teacher, instructional aide, and childcare attendant.

Parent Services - Items such as bus passes are purchased for parents that do not drive so they can be engaged in meaningful program activities. Parents may also submit childcare expenses for reimbursement while attending Head Start meetings.

Mileage - Staff are reimbursed for the use of their personal vehicle while performing home visits, travel between sites and to attend meetings. Parents who attend Policy Committee meetings as well as all other meetings that pertain to the Head Start program are reimbursed for mileage at the current reimbursement rate as set by the Internal Revenue Service.

Other Items- Licensing fees and permits are paid annually per site and calculated by the number of children at each site, other fees are also paid for Fire Department alarm permits and building safety inspections.

Equipment rental, which covers a percentage of the expense, for SCUSD's rented copiers at the central office, the registration center and school sites whenever teachers use the equipment.

Training and Technical Assistance \$31,200

The Training and Technical Assistance budget has been dedicated to parent and staff training with appropriations for the cost of consultants, in state and out of state conferences (Region 9,

Head Start California, NHSA, NAEYC, etc.....) local workshops and training. Instructional staff will be provided with monthly staff development and faculty training meetings.

Funds in the amount of \$29,859 has been allocated to the areas of *ERSEA*- support & training for Enrollment/Registration staff. *Human Resources* – Effective Leadership Training Ongoing.

Monitoring- CLASS & CLASS Independent Assessors. *Ongoing Monitoring* – CLASS & CLASS Independent Assessors, Preschool CLASS Assessors Training and recertification.

Program Governance – Parent Conferences/Workshops & Staff Conferences. *Mental Health* – Social Emotional Education curriculum, Compassionate Dialogue and Equity Training.

Disabilities - Classroom Behavior Management. *Education* – Creative Curriculum Fidelity & Coaching, Instructional Coaching Training, Parent Education for Ready noise, Learning Genie.

Funds in the amount of \$215 have been allocated for local travels. This amount includes the \$1,340.68 Indirect Charges at 4.49%.

Cost Allocation Methodology

SCUSD provides a variety of program options, which are supported by Federal and State funds.

Collaboration with the State allows for the wrap and 12 month program to be funded 45% Head Start and 55% State CSPP and 10 month full day program to be funded at 40% Head Start and

60% State CSPP. The cost allocation methodology for classroom operation, service needs and the classroom staff of teachers, instructional aides and child care attendants, is determined by the

number of participating students and services provided that are specific to the Head Start Standards.

Head Start and State CSPP revenue also funds SCUSD management and program support staff.

The cost methodology used for these positions is based on duties performed and tracked by

Personnel Activity Reports (PARs). All expenses are determined to be reasonable and allocable and are proportional to the benefit of the funding source.

Non-Federal Share \$1,547,484

Salary paid by State CSPP funding, being 55% of the teachers and instructional aides in the Wrap and 12 Month Full Day program and 60% of the teachers and instructional aides in the Wrap with 8 state slots program annual compensation will provide the required non-federal share. Salaries at 55% will provide an estimated amount of \$1,321,487 and 60% an estimated amount of \$461,326.

Financial Management System

Sacramento City Unified School District uses the Frontline Education Escape Online Financial Management System to track and monitor all on-going expenses for the Head Start Program. This system aligns with the district and is the primary financial accounting system used. Monthly reports are processed to ensure the accuracy of the information. Head Start reports are submitted to the Parent Policy Committee and staff for review. These reports are used by SETA as a tool to reimburse Sacramento City Unified School District for the incurred expenses.

In-Direct Charges \$264,645

The district's current in-direct cost rate of 4.49% is charged to all grant funded programs. Head Start Basic (\$202,808) and the Head Start Training and Technical Assistance (\$985) grants.

The United States Department of Education (ED) has approved a delegation agreement with the California Department of Education (CDE) that authorizes the CDE to establish indirect cost rates for California's local educational agencies (LEA's).



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: April 10, 2025

Subject: Recognition of National Arab American Heritage Month

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

Division: Board Office

Recommendation: Recognize National Arab American Heritage Month

Background/Rationale: April is National Arab American Heritage Month, a time to celebrate the diverse culture and historical contributions of Arab Americans, with the first official recognition by a US president occurring in 2021. April was chosen as National Arab American Heritage Month for symbolic reasons, as it marks the beginning of spring, symbolizing hope, growth, color, and new beginnings

Financial Considerations: N/A

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

N/A

Estimated Time of Presentation: 5 Minutes

Submitted by: Board Office

Approved by: Lisa Allen, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: April 10, 2025

Subject: Earth Day Recognition and Sustainability Update

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

Division: Facility Support Services

Recommendation: To honor Earth Day and receive updates on how Sacramento City Unified School District (SCUSD) is mitigating and adapting to climate change through projects and programming focused on buildings and energy, restorative schoolyards, waste reduction, and transportation.

Background/Rationale: SCUSD schools are becoming healthier and more sustainable learning environments for students and staff due to the vision of our Board of Education and the hard work of countless employees, parents, students, and community partners. In honor of Earth Day, we will update the community on our efforts to decarbonize our buildings and make them more energy efficient, rethink our schoolyards to make them more climate resilient and better equipped for diverse forms of play, reduce waste and greenhouse gases through food waste diversion and food recovery, and electrify our buses and decrease barriers to active transportation.

Financial Considerations: This is a general update on Sustainability Projects. Active projects presented in this update with financial implications have already been submitted and approved by the Board.

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes, and Goal 3 – Welcoming and Safety Outcomes

Documents Attached:
None

Estimated Time of Presentation: 5 minutes

Submitted by: Chamberlain Segrest, Manager, Environmental Sustainability
Nathaniel Browning, Director, Planning and Property Management

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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: April 10, 2025

Subject: Adult Education Week Presentation

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

Division: Adult Education, SCUSD

Recommendation: N/A

Background/Rationale: April 6 – 12, 2025 is Adult Education Week and the SCUSD Adult Education Director, Marla Clayton Johnson, would like to give an informative presentation to the Board about SCUSD Adult Education (purpose, programs, etc.)

Financial Considerations: N/A

LCAP Goal(s): N/A

Documents Attached: N/A

<p>Estimated Time of Presentation: 10 minutes Submitted by: Yvonne Wright, Chief Academic Officer Approved by: Lisa Allen, Superintendent</p>
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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: April 10, 2025

Subject: Special Education Update

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

Division: Special Education

Recommendation: NA

Background/Rationale:

This presentation will provide a comprehensive overview of the Special Education Department's budget, programs, and services. It will outline key funding allocations, expenditures, and financial challenges while highlighting efforts to ensure fiscal responsibility. The presentation will also showcase the range of programs and services available to support students with disabilities, including specialized instructional programs, related services, and initiatives aimed at improving student outcomes. Additionally, it will address current challenges, staffing needs, and future priorities to enhance the effectiveness and accessibility of special education services within the district.

Financial Considerations: NA

LCAP Goal(s):

Goal 1 Graduation outcomes.

Goal 2: Improving academic outcomes as students move through the district.

Goal 3: Creating the same sense of being welcomed and safe for all students and families within the district

Documents Attached:

NA

Estimated Time of Presentation: 15 Minutes

Submitted by:

Yvonne Wright, Chief Academic Officer

Becky Bryant, Interim Asst Supt, Special Education

Geovanni Linares, SELPA Director,

Approved by: Lisa Allen, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: April 10, 2025

Subject: Hearing and Adoption of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

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

Recommendation: Hearing and Adoption of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice and adoption of the District's initial proposals

Financial Considerations: TBD

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes

Documents Attached:

1. Public Hearing Notice
2. Sunshine Proposal to Teamsters Classified Supervisors (TCS)
3. Executive Summary

<p>Estimated Time of Presentation: 5 minutes</p> <p>Submitted by: Cancy McArn, Chief Human Resources Officer and Lead Negotiator</p> <p>Approved by: Lisa Allen, Superintendent</p>
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Sacramento City Unified School District

Hearing and Adoption of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.

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:

Consideration and Public Notice of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.

Copies of this program may be inspected at:

**The Serna Center
5735 47th Avenue
Sacramento, CA 95824**

HEARING DATE: Thursday, April 10, 2025

TIME: 6:00 p.m.

LOCATION: The Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Human Resource Services Department
(916) 643-9050

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
April 10, 2025
SUNSHINING OF DISTRICT'S INITIAL PROPOSAL TO THE
TEAMSTERS CLASSIFIED SUPERVISORS (TCS) FOR 2025-2026 RE-OPENER**

The current master agreement for the classified employee bargaining unit represented by the Teamsters Classified Supervisors (“TCS”) expires on June 30, 2026, with re-openers agreed to for the 2025-2026 school year. A copy of that master agreement (“CBA”) is available for viewing on the District’s web site at www.scusd.edu.

Pursuant to Government Code section 3547, the District’s and TCS’s initial bargaining proposals that relate to matters within the scope of negotiations must be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board. Since this matter involves the re-opener contract, and to allow the Board an opportunity to provide and receive comment, the District’s initial proposal for amending the CBA is presented to the Board at this public meeting for a public reading. The District’s initial proposal is also presented to the Board at this meeting for final approval and “sunshining.”

The below initial proposal seeks to negotiate in good faith additions and changes to the CBA that will benefit students and employees and ensure the fiscally sustainable operation of the District in the short and long term. As such, and in light of the budget difficulties currently faced by the District, the District is seeking to “sunshine” its initial proposal and commence negotiations with TCS.

ACTION BY THE BOARD OF EDUCATION AS FOLLOWS:

The Board hereby presents the District’s initial proposal for public comment, and thereafter adopts the following initial proposal for 2025-2026 re-opener negotiations. It is the Board’s intent that the District work collaboratively with TCS’s negotiations team to reach a fair and equitable agreement that protects the interests of students, parents/guardians, unit members, and the District, while ensuring the fiscal solvency of the District.

The District will make proposals to any or all of the articles below to make updates to language to ensure consistency with state and federal law, to ensure the fiscal solvency of the District, and to maintain the efficient operation of the District.

ARTICLE 6: COMPENSATION

ARTICLE 8: HOURS

ARTICLE 9: ASSIGNMENTS

ARTICLE 10: HOLIDAYS

ARTICLE 11: VACATIONS

ARTICLE 13: TRANSFERS/PROMOTIONS

ARTICLE 14: PERFORMANCE EVALUATIONS

ARTICLE 15: PERSONNEL FILES

ARTICLE 17: PROFESSIONAL GROWTH PROGRAM

APPROVED:

AYES:

NOES:

ABSTAIN:

ABSENT:

Action was taken to adopt this District Initial Proposal for 2025-2026 re-opener contract negotiations with TCS on April 10, 2025

Jasjit Singh
President of the Board of Education

Lisa Allen
Superintendent

Board of Education Executive Summary

Human Resource Services and Legal Services

Hearing and Adoption of the District's Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.



April 10, 2025, Board Meeting

I. Overview/History of Department or Program: Pursuant to the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of the District's initial proposals to the TEAMSTERS CLASSIFIED SUPERVISORS (TCS) related to collective bargaining of re-opener for the 2025-2026 school year.

II. Driving Governance: Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board. Since this matter involves the successor contract, and to allow the Board an opportunity to provide and receive comment, the District's initial proposal for amending the CBA is presented to the Board at this public meeting for a public reading. The District's initial proposal is also now presented to the Board at this meeting for final approval and "sunshining."

III. Budget: TBD

IV. Goals, Objectives, and Measures: The current collective bargaining agreement ("CBA") with Teamsters Classified Supervisors (TCS) will expire on June 30, 2026. The District is taking this initial step to begin the process of reaching an agreement on a re-opener of the CBA through the 2025-2026 school year. The District seeks to negotiate in good faith additions and changes to the CBA that again ultimately seeks to improve outcomes for all District students and ensuring the fiscally sustainable operation of the District in the short and long term. The District is seeking to "sunshine" its initial proposal and commence negotiations with TCS.

V. Major Initiatives: Graduation Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes.

VI. Results: The District intends to work with Teamsters Classified Supervisors (TCS) in good faith to negotiate over those items included in the District's initial proposal and any initial proposal submitted by Teamsters Classified Supervisors (TCS).

VII. Lessons Learned/Next Steps: Approve the District's initial proposal.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: April 10, 2025

Subject: Received Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

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

Recommendation: Received Initial Proposals Regarding Teamsters Classified Supervisors (TCS) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice and adoption of the District's initial proposals

Financial Considerations: TBD

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes

Documents Attached:

1. Initial Sunshine Proposal – Teamsters Classified Supervisors (TCS)

<p>Estimated Time of Presentation: 1 minute</p> <p>Submitted by: Cancy McArn, Chief Human Resources Officer and Lead Negotiator</p> <p>Approved by: Lisa Allen, Superintendent</p>



DALE WENTZ | Secretary-Treasurer

TEAMSTERS LOCAL UNION NO. 150

7120 East Parkway, Sacramento, California 95823

TELEPHONE (916) 392-7070 | FAX (916) 392-7675 | EMAIL teamsters@teamsters150.org

Lisa Allen, Superintendent
Sacramento City Unified School District
Board of Education
5735 47th Avenue
Sacramento, CA 95824

March 25, 2025

Re: Sunshine Letter

Dear Superintendent Allen,

In accordance with the collective bargaining agreement between Sacramento City Unified School District and Teamsters Local 150 for our Teamsters (Classified Supervisors Bargaining Unit) and TCS (Teamsters Classified Supervisors) this letter serves as official notice of the Union's desire to begin negotiations on wages and benefits and two other articles to be incorporated into the second year open of our current agreement July 1, 2023, through June 30, 2026.

Representatives of the Union will be available to meet with you at a mutually convenient time and place. The specific proposals will be sent to you under a separate cover to be sunshined.

We look forward to engaging in good-faith negotiations with the district to reach a fair and equitable agreement that reflects the needs of our members.

Sincerely,

Rocio Richards
Business Agent

cc: Dale Wentz, Secretary-Treasurer, Teamsters Local 150
Cancy McArn, Chief Human Resource Officer, SCUSD
(via email: cancy-mcarn@scusd.edu)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.3

Meeting Date: April 10, 2025

Subject: Hearing and Adoption of District's Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

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

Recommendation: Hearing and Adoption of District's Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice and adoption of the District's initial proposals

Financial Consideration: TBD

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes

Documents Attached:

1. Public Hearing Notice
2. Sunshine Proposal to Teamsters, Local 150
3. Executive Summary

Estimated Time of Presentation: 5 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer and Lead Negotiator

Approved by: Lisa Allen, Superintendent

Sacramento City Unified School District

Hearing and Adoption of District's Initial Proposals Regarding Teamsters Union, Local 150
Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener.

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:

Consideration and Public Notice of the District's Initial Proposals Regarding Teamsters, Local
150 Collective Bargaining Agreement Negotiations for 2025-2026 Re-opener.

Copies of this program may be inspected at:

**The Serna Center
5735 47th Avenue
Sacramento, CA 95824**

HEARING DATE: Thursday, April 10, 2025

TIME: 6:00 p.m.

LOCATION: The Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: SCUSD Human Resource Services Department
(916) 643-9050

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
April 10, 2025
SUNSHINING OF DISTRICT'S INITIAL PROPOSAL TO THE
TEAMSTERS, LOCAL 150 FOR 2025-2026 RE-OPENER**

The current master agreement for the classified employee bargaining unit represented by the Teamsters, Local 150, expires on June 30, 2026, with re-openers agreed to for the 2025-2026 school year. A copy of that master agreement (“CBA”) is available for viewing on the District’s web site at www.scusd.edu.

Pursuant to Government Code section 3547, the District’s and Teamsters, Local 150 initial bargaining proposals that relate to matters within the scope of negotiations must be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board. Since this matter involves re-opener contract, and to allow the Board an opportunity to provide and receive comment, the District’s initial proposal for amending the CBA is presented to the Board at this public meeting for a public reading. The District’s initial proposal is also presented to the Board at this meeting for final approval and “sunshining.”

The below initial proposal seeks to negotiate in good faith additions and changes to the CBA that will benefit students and employees and ensure the fiscally sustainable operation of the District in the short and long term. As such, and in light of the budget difficulties currently faced by the District, the District is seeking to “sunshine” its initial proposal and commence negotiations with Teamsters, Local 150.

ACTION BY THE BOARD OF EDUCATION AS FOLLOWS:

The Board hereby presents the District’s initial proposal for public comment, and thereafter adopts the following initial proposal for 2025-2026 re-opener negotiations. It is the Board’s intent that the District work collaboratively with Teamsters, Local 150 to reach a fair and equitable agreement that protects the interests of students, parents/guardians, unit members, and the District, while ensuring the fiscal solvency of the District.

The District will make proposals to any or all of the articles below to make updates to language to ensure consistency with state and federal law, to ensure the fiscal solvency of the District, and to maintain the efficient operation of the District.

ARTICLE 6: COMPENSATION

ARTICLE 8: HOURS

ARTICLE 9: ASSIGNMENTS

ARTICLE 10: HOLIDAYS

ARTICLE 11: VACATIONS

ARTICLE 13: TRANSFERS/PROMOTIONS

ARTICLE 14: PERFORMANCE EVALUATIONS

ARTICLE 15: PERSONNEL FILES

APPROVED:

AYES:

NOES:

ABSTAIN:

ABSENT:

Action was taken to adopt this District Initial Proposal for 2025-2026 re-opener contract negotiations with Teamsters, Local 150 on April 10, 2025

Jasjit Singh
President of the Board of Education

Lisa Allen
Superintendent

Board of Education Executive Summary
Human Resource Services and Legal Services
Hearing and Adoption of District’s Initial Proposals Regarding
Teamsters Union, Local 150 Collective Bargaining Agreement
Negotiations for 2025-2026 Re-Opener.
April 10, 2025 Board Meeting



I. Overview/History of Department or Program: Pursuant to the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice of the District’s initial proposals to the Teamsters, Local 150 related to collective bargaining of a for the 2025-2026 Re-opener.

II. Driving Governance: Government Code section 3547 requires that all initial proposals of the exclusive representatives and the public school employers that relate to matters within the scope of negotiations be presented at a public meeting. It further prohibits negotiation on such proposals until after the public has had an opportunity to be informed of the proposal and provide any comments, and the proposal has been adopted by the Governing Board. The District’s initial proposal is also now presented to the Board at this public meeting for final approval and “sunshining.”

III. Budget: TBD

IV. Goals, Objectives and Measures: The current collective bargaining agreement (“CBA”) with Teamsters, Local 150 will expire on June 30, 2026. The District is taking this initial step to begin the process of reaching an agreement on re-opener of the CBA through the 2025-2026 school year. The District seeks to negotiate in good faith additions and changes to the CBA that again ultimately seeks to improve outcomes for all District students and ensuring the fiscally sustainable operation of the District in the short and long term. The District is seeking to “sunshine” its initial proposal and commence negotiations with Teamsters, Local 150.

V. Major Initiatives: Graduation Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes.

VI. Results: The District intends to work with Teamsters, Local 150 in good faith to negotiate over those items included in the District’s initial proposal and any initial proposal submitted by Teamsters. Local 150.

VII. Lessons Learned/Next Steps: Approve the District’s initial proposal.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.4

Meeting Date: April 10, 2025

Subject: Receive Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

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

Recommendation: **Receive** Initial Proposals Regarding Teamsters Union, Local 150 (Teamsters) Collective Bargaining Agreement Negotiations for 2025-2026 Re-Opener

Background/Rationale: Under the Educational Employment Relations Act (EERA), the District and employee organizations shall publicly present their initial proposals related to collective bargaining, which shall thereafter be public records (Government Code § 3547). The purpose of this item is to provide public notice and adoption of the District's initial proposals

Financial Considerations: TBD

LCAP Goal(s): Outcomes, Academic Outcomes, & Welcoming and Safety Outcomes

Documents Attached:

1. Initial Sunshine Proposal –Teamsters Union, Local 150

Estimated Time of Presentation: 1 minute

Submitted by: Chief Human Resources Officer and Lead Negotiator

Approved by: Lisa Allen, Superintendent



DALE WENTZ | Secretary-Treasurer

TEAMSTERS LOCAL UNION NO. 150

7120 East Parkway, Sacramento, California 95823

TELEPHONE (916) 392-7070 | FAX (916) 392-7675 | EMAIL teamsters@teamsters150.org

Lisa Allen, Superintendent
Sacramento City Unified School District
Board of Education
5735 47th Avenue
Sacramento, CA 95824

March 25, 2025

Re: Sunshine Letter

Dear Superintendent Allen,

In accordance with the collective bargaining agreement between Sacramento City Unified School District and Teamsters Local 150 for our Teamsters (Classified Supervisors Bargaining Unit) and TCS (Teamsters Classified Supervisors) this letter serves as official notice of the Union's desire to begin negotiations on wages and benefits and two other articles to be incorporated into the second year open of our current agreement July 1, 2023, through June 30, 2026.

Representatives of the Union will be available to meet with you at a mutually convenient time and place. The specific proposals will be sent to you under a separate cover to be sunshined.

We look forward to engaging in good-faith negotiations with the district to reach a fair and equitable agreement that reflects the needs of our members.

Sincerely,

Rocio Richards
Business Agent

cc: Dale Wentz, Secretary-Treasurer, Teamsters Local 150
Cancy McArn, Chief Human Resource Officer, SCUSD
(via email: cancy-mcarn@scusd.edu)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.5

Meeting Date: April 10, 2025

Subject: Determination Hearing for Charter Renewal for The MET

- 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 The MET's 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 The MET satisfied all required criteria. The MET is eligible for a five-year renewal of its charter beginning on July 1, 2025, and ending on June 30, 2030.

Background/Rationale: On January 31, 2025, The MET submitted a petition to renew its charter. It is requesting to renew the term of its charter, which expires on June 30, 2025. On March 6, 2025, 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 MET 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 March 19, 2025. 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 resolution is designed to provide the board with draft language around which to formalize that decision. The Board may consider other options or resolution language.

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. As a locally-funded ("Dependent") Charter School, the District is the sole employer of all The MET staff. The MET is a member of the SCUSD SELPA. The MET requested approval of a financial contribution from the District for the 2024-25 school year. Though currently projecting a deficit for the 2025-26 school year, The MET is taking all possible steps toward fiscal solvency.

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

Documents Attached:

1. Staff Renewal Report for The MET
2. Sample Resolution Language for Board Consideration

Estimated Time of Presentation: 10 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



Sacramento City Unified School District

Staff Renewal Report

Published March 19, 2025

The MET Sacramento



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

On January 31, 2025, The MET Sacramento High School (“The MET”) petitioned the Sacramento City Unified School District (District or SCUSD) to renew its charter. The current charter expires on June 30, 2025. If approved, The MET would be eligible for a five-year charter term, from July 1, 2025, through June 30, 2030.

In compliance with Education Code (EC) Section 47605(b), the SCUSD Board of Education held a public hearing on March 6, 2025, to consider the level of support for the Charter petition by District teachers, other District employees, and parents/guardians. The Board will conduct a second public hearing and either approve or deny the renewal petition on April 10, 2025. This *Staff Report*, including findings of fact, was published on the District’s website and shared with the school leadership on March 19, 2025, at least fifteen (15) days before the second public hearing.

Criteria For Renewal

Petition and Required Elements

Education Code Section 47607 guides the petition review for the renewal of charter schools. As part of that review, the authorizer must consider the schoolwide and all student groups' performance on state and local indicators, with a greater weight applied to measurements of academic performance, as described in Education Code Section 47607(c). Furthermore, EC Section 47607(b) states that charter renewals are governed by the standards and criteria described in Section 47605 and 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. This provision is further clarified or supported by 5 CCR s 11967.5.1, which states that:

A "reasonably comprehensive" description, within the meaning subdivision (f) of this section and Education Code section 47605(c)(5), 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, it addresses essentially all aspects of the elements, not just selected aspects.

(3) Is specific to the proposed charter petition, not to charter schools or charter petitions.

(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 those 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 students.

Performance Levels

Based upon a charter school's performance on the California School Dashboard, academic achievement indicators (i.e., CAASPP ELA and math, the English Language Proficiency Indicator (ELPI), and the College Career Indicator (CCI)) in the two consecutive years immediately preceding the renewal decision, the California Department of Education (CDE) places a charter school in one of the three performance categories: high, middle, or low. For middle and high-performance tier schools, the presumption is that the board will renew unless conditions for denial are present (EC Section 47607(2)). Low-performance tier charter schools have a presumption of denial. However, charter schools may receive a maximum two-year renewal based on a "second look," in which the authorizer conducts a deeper evaluation of the charter school's academic achievement and determines whether they meet conditions for an additional two-year term (EC 47607.2).

Reasons for Denial

The authorizer may deny the renewal of a charter if it makes written factual findings that the charter school failed to meet the standards and criteria outlined in EC Section 47605:

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 outlined in the petition;

3. The petition does not contain the necessary affirmations and assurances;
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’s employees for purposes of Chapter 10.7 (commencing with EC Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding EC Sections 47607(c), 47607.2(a), and 47607.2(b), pursuant to 47607(e), the authorizing 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. As documented by EC Section 47607(d), the charter school is not serving the pupils who wish to attend.

To deny, the authorizer must provide 30 days’ notice with a reasonable opportunity to cure the violation(s) 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 to render a corrective action unviable.

Executive Summary

Please note the color coding, which directs the reader to areas that may be potential findings for denial rather than items that could be addressed in other ways.		
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 or cause for denial, but may need to be addressed	May not meet expectations and/or standards; should be considered carefully as a potential non-renewal issue

Performance Level assigned by CDE (High, Middle, Low)	MIDDLE
Has a notice to cure an alleged violation been issued?	NO

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

Review of Required Elements

ELEMENT	TOPIC	MEETS STANDARD	KEY FINDINGS
Element 1/A	Educational Program	YES	
Element 2/B	Measurable Student Outcomes	<u>SUBSTANTIALLY</u>	LCAP lacks some elements
Element 3/C	Student Progress Measurement	<u>SUBSTANTIALLY</u>	
Element 4/D	Governance	<u>SUBSTANTIALLY</u>	Advisory Council updates
Element 5/E	Employee Qualifications	YES	

Element 6/F	Health and Safety	SUBSTANTIALLY	Clarity between District policies and Charter School procedures
Element 7/G	Racial/ Ethnic Balance	YES	
Element 8/H	Admissions	YES	
Element 9/I	Independent Audits	YES	
Element 10/J	Suspension/Expulsion	SUBSTANTIALLY	Clarity between District policies and Charter School procedures
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	
REQUIRED SUPPLEMENTAL INFORMATION		MEETS STANDARDS	KEY FINDINGS
Financial/ Administrative Plan		SUBSTANTIALLY	
Facilities		YES	
Impact Statement		YES	
Special Education		YES	

Detailed Findings of Fact

This section contains greater detail regarding any of the above-mentioned areas that did not meet the requirements. **Items not described met requirements.**

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

District Staff believe that The MET presents a sound educational program.

Relative Strengths

The petition presents a detailed overview of The MET’s educational program, outlining its target student population, defining the characteristics of an “educated person” in the 21st century, and explaining effective learning strategies. The petition describes The MET’s use of

the Big Picture, project-based instructional model and emphasizes its commitment to preparing students for college and career pathways. Additionally, it includes specific support provisions for students with exceptional needs, including Students with Disabilities, English Learners, high-performing students, and those needing additional academic assistance.

A five-year analysis of student ELA summative outcomes at The MET reveals notable fluctuations in schoolwide performance across dashboards. In 2023, students scored 27 points below standard, but by 2024, performance improved to three points above standard. This upward trend is also reflected among Socio-economically Disadvantaged, Hispanic, and White student groups.

The past three dashboards with reportable data show a significant increase in the percentage of English Learner students making progress toward proficiency, rising from 31% to 69%.

However, because The MET's English Learner student group consists of fewer than 30 students, the state does not assign a dashboard color for these outcomes.

Opportunities for Focus

A five-year review of Mathematics summative outcomes highlights the need for greater attention to student proficiency, both schoolwide and within specific student groups. The petition does not present a clear strategy for closing the proficiency gap between The MET students and their statewide peers. While page 30 of the petition notes that Quantitative Reasoning is integrated into student PBL projects, high school PBL models often incorporate mathematics at a rigor comparable to grades 6-8 unless intentionally structured to meet high school proficiency standards. To ensure students receive appropriate instruction, the petition or the Local Control and Accountability Plan (LCAP) should outline specific measures to maintain grade-level rigor in Mathematics.

A five-year analysis of College and Career readiness outcomes underscores the need for increased focus on improving or reporting student progress in this area, as measured by the California Dashboard. Both schoolwide and student group data indicate a persistent gap between The MET students and their statewide peers, emphasizing the need for targeted interventions to enhance postsecondary readiness.

Graduation rate data over the past five years reflects strong overall performance and notable fluctuations among some student groups. Schoolwide graduation rates peaked at 97% in 2022 but declined to 83% in 2023 and 2024. As a small high school, The MET has a relatively small number of students in each graduating class, which may account for some of the fluctuations in the graduation rate.

A more detailed summary of all available data can be found in [Exhibit A](#).

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

Education Program

Despite identified areas for collaborative focus between Charter and District staff described below, staff believes that the charter school has the structures that make it **likely to successfully implement its proposed program.**

The MET's College and Career Readiness Indicator (CCI) is surprisingly low, given the school's model and mission. Staff recommends that The MET **work closely with District staff to refine their internal processes for properly reporting all potential metrics for college and career readiness.**

Governance

As a locally-funded "Dependent" charter, the SCUSD School Board serves as the authorizing and governing board. The board policies and administrative regulations adopted by the SCUSD Board apply to the Charter School. The Charter School maintains a local advisory council that functions similarly to a school site council and is held to the same guidance under the Greene Act. The Charter School's advisory council is expected to foster transparency and community engagement in its decision-making.

Despite the identified areas for collaborative focus between Charter and District staff, as described below, staff believes that the charter school has the governance structures that make it **likely to successfully implement its proposed program.**

Staff found that the documentation around The MET's advisory council needs to be strengthened. Specific concerns about how the advisory council is defined in the petition are listed in element 4/D below. **More holistically, staff recommends that The MET's advisory council focus on clearly defining its role relative to the District Board and ensuring that its by-laws cohesively describe that relationship.**

Fiscal

As a locally-funded "Dependent" charter, the Charter School's apportioned funds pass through the District and are held within Fund 09 of the District's accounts. The Charter School pays fees for District departments to administer and manage their budget. The Charter School complies with the District systems, budget development, and reporting timeliness. The District is the sole public employer of all Charter School employees; the salaries and benefits are determined through labor agreements. As such, the Charter School leader's actionable space around fiscal sustainability is based primarily on their ability to accurately project and maintain enrollment, spend within budgeted limits, manage their fund balance, and pursue additional funds.

Based on a thorough analysis of The MET's financial documents and overall fiscal condition, certain factors could impact or undermine its financial viability. However, if The MET engages in a collaborative focus with the District to meaningfully address the items detailed below, staff believes the school will be likely to successfully implement its charter school program within the first two years of its proposed renewal term. A summary of The MET's recent financial picture is available in [Exhibit B](#).

1. **Enrollment and ADA:** The MET experienced a post-COVID drop in enrollment and has struggled to regain the student population it once had. Daily attendance is increasing in the current school year. The petition contains a detailed recruitment campaign to increase enrollment. To improve financial sustainability, the school should:
 - a. Continue to fully implement their recruitment campaign to increase enrollment
 - b. Make a concerted effort to bring average daily attendance (ADA) up to 95% by ensuring that the school uses all allowable collection methods under independent study law.
 - c. Ensure that their budget assumptions for enrollment and ADA are reasonable and realistic.
2. **Deficit Spending:** The MET initially experienced a deficit of \$483,750 in 2023-24, largely due to retroactive salary increases. The MET is once again projecting a deficit in 2024-25 (\$748,465) and 2025-26 (\$114,353). The 2024-25 deficit could be attributed largely to the nearly 3% decrease in the state allocation COLA between budget development and budget adoption. In the same time period, there were substantial increases to both personnel and District-mandated costs. The projected deficit decreases significantly each year following significant cuts made by the school. To improve financial sustainability, the school should:
 - a. Continue to match program (FTEs and course offerings) to enrollment numbers.
 - b. Seek additional sources of funding (i.e., grants).
 - c. Work with District staff to spend within the limits of their adopted budget.
3. **Fund Balance:** Prior to 2023-24, the MET had a reasonable fund balance. They met the District's required 5% minimum. The MET covered its 2023-24 deficit from its fund balance. However, the remaining fund balance will likely not be adequate to cover the outstanding costs in 2024-25 or 2025-26. **This may require a request for a financial contribution from the SCUSD Board (anticipated April 3, 2025).**

- Does the petition contain the necessary affirmations and assurances of the Charter Schools Act? **YES**

Appropriate declarations and affirmations were included in the petition.

- Does the petition contain reasonably comprehensive descriptions of all the 15 required elements? **SUBSTANTIALLY**

The following petition elements were deemed potentially incomplete, not reasonably comprehensive, or not legally compliant. Please note color coding to direct the reader to areas that may be potential findings for denial versus items that could be addressed in other ways.

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 or cause for denial, but may need to be addressed	May not meet expectations and/or standards; should be considered carefully as a potential non-renewal issue
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Element 2/B: Measurable Student Outcomes & Element 3/C: Student Progress Measurements

The MET petition combines Elements 2/B and 3/C in its description of measurable student outcomes and methods of measurement. The petition points to The MET’s LCAP for descriptions of desired student outcomes at both schoolwide and student-group levels, methods of measurement, and actions to achieve those outcomes. The petition also includes a description of state and local assessments used at The MET and how those assessments are used to monitor student academic progress. The MET’s petition describes grade-level milestones students will achieve each year at The MET. The charter school acknowledges that it has not met its growth goals on page 47 of the petition.

In reviewing the LCAP, as a part of the petition, the review team found that the LCAP lacked specific actions and associated expenditures that were explicitly written to improve Mathematics outcomes at The MET. Mathematics outcomes were listed as a metric in Goal 2 of the LCAP, but there was no specific action or expenditure associated with Math, except IXL instructional software. The MET LCAP was missing the following required metrics: for College and Career Readiness. Upon a review of The MET website, the LCAP could not be easily located on the charter school’s website. The review team located the LCAP on the charter school’s California Dashboard page. **Staff recommend that The MET make these edits to their LCAP and prominently post the LCAP on the homepage, as required, in advance of the June 2025 LCAP approval.**

Element 4/D: Governance Structure

While the petition includes a reference to and inclusion of the school's Bylaws in the Appendix, the mere attachment of the Bylaws does not provide a comprehensive description of the governance structure. Several concerns were identified in the review. Through the oversight process, Staff is confident that the MET's advisory council understands its role but may need to continue refining its documented procedures.

- **Role and Function of the Advisory Council:** The Bylaws indicate the school has been operated by a "Board of Directors" selected by an Advisory Council since 2010; however, this composition is not appropriate for a "dependent" charter school, and the petition does not reflect this organizational structure (i.e., Governing Board, Board of Directors, Advisory Council). It is recommended that the Bylaws be updated to reflect the District Board as the governing board and a school site Advisory Council.
 - The Advisory Council's roles and responsibilities are not clearly defined. Duties appear redundant or conflicting, hindering a clear understanding of how the Council will function effectively.
- **Advisory Council Composition:** The Board of Directors Bylaws do not indicate the inclusion of any educational partners. Advisory Council Bylaws were not included and should be. The best practice and legal requirement for this Title I-funded school is to ensure the composition of the Advisory Council includes a majority of non-employee educational partners for educational partner input and decision-making. This information is very important for a dependent charter to include in its petition as the school's primary source for educational partner involvement and decision-making.
- **Lack of Clarity on Organizational Policies v. School Level Procedures:** The petition suggests that the charter school has its own independent policies rather than internal procedures aligned with SCUSD Board policies. This may imply a misunderstanding of the "dependent" nature of the relationship between the charter school and SCUSD or simply require clarification in language.

Element 6/F: Health And Safety Policy

The petition would be more comprehensive with an explanation of how site-level Health and Safety procedures align with District policies. Although for a dependent charter, the District takes the lead on updating the Comprehensive Safety Plan and staff training, the petition should describe how the school implements these policies in practice.

Element 10/J: Suspension/Expulsion

The petition would be more comprehensive with an explanation of how site-level suspension and expulsion procedures align with District policies. For a dependent charter, the petition should describe how the school implements these policies in practice, including the shared roles and responsibilities of both the school and the District, and how the school ensures due process, particularly for students with disabilities.

In reviewing Element 10, one key area lacked a comprehensive description:

- **Involuntary Removal:** The petition does not explicitly state that no pupil will be involuntarily removed without written notice to the parent or guardian in their native language. Clarifying this would ensure the school aligns fully with the requirements and commits to providing such notice before any involuntary removal occurs.

An analysis of The MET’s suspension data underscores the need for ongoing refinement of disciplinary practices. While schoolwide suspension rates have consistently exceeded statewide averages, they have declined over the past two CA Dashboards. However, suspension rates have risen significantly for African American and White student groups during this period.

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**

The renewal petition states that Sacramento City Unified School District will be deemed the exclusive public employer of the charter school employees per agreements as a locally funded “Dependent” charter.

RENEWAL CONCLUSION

The MET Sacramento High School was placed into the “middle” renewal tier under EC Section 47607(c)(2)(A) following the release of the 2023-24 California School Dashboard. Schools assigned a middle-level renewal are entitled to a presumption of charter renewal with a 5-year charter term.

Even with categorization in the “middle” performance group, there are allowable grounds for denial of a renewal petition. Reasons for denial include:

1. Submission of a renewal petition that is incomplete does not include a reasonably comprehensive description of all new requirements applicable to charter schools since the last authorization or does not include reasonably comprehensive descriptions necessary to reflect the current program offered by the charter EC Section 47607(c)(2)(F);
2. Serious fiscal and/or governance concerns, which in the case of a school falling into the high renewal tier described below also must not have been adequately addressed, or are

incapable of being addressed, during a required 30-day opportunity to correct (EC Section 47607(e) or

3. Failure to serve all students who wish to attend the school (EC Section 47607(e))

The charter school has not been issued any notices of serious fiscal and/or governance concerns. Based on the findings in this report, The MET is not eligible for denial under these conditions.

Additional Recommendations and Considerations

Although The MET is a locally funded (dependent) charter school, Staff strongly recommend that the District develop a Memorandum of Understanding (MOU) specific to their “dependent” status. The MOU could outline the roles and financial responsibilities of key departments within the District (e.g., Human Resources, Information Technology, Maintenance and Operations, Curriculum and Instruction, Fiscal, and Special Education), compared to the charter schools' responsibilities. This clarification would help guide staff in supporting the success of these schools. Additionally, the MOU could define oversight expectations, including expectations related to findings in the final staff report, to ensure that the District’s locally funded charters are held to the same high standards as all the District’s authorized charters. This sort of agreement should greatly impact all of the areas described above.

As described in the Fiscal section above, the Charter School may require a financial contribution request from the SCUSD Board (anticipated April 3, 2025). The Board is encouraged to make any decision regarding a contribution separately from this decision to renew. Staff strongly recommends that any contribution be made in tandem with a fiscal sustainability agreement to guide the school toward solvency in the coming years.

SCUSD Board of Education Options

The SCUSD Board of Education has several legally compliant options. The Board may also consider other options not listed here.

Option A: If the Board is satisfied that the information provided in the renewal petition is satisfactory, the Board may adopt *Resolution 3485-A* to approve The MET’s charter for the term dates July 1, 2025, through June 30, 2030. The Charter School will make required updates to its LCAP as required by law. This resolution further directs the Charter school and the District Staff to negotiate an Operational MOU describing the interaction of the District’s dependent charter schools with District departments by June 30, 2026.

Option B: If the Board is mostly satisfied with the information provided in the renewal petition by The MET, the Board may adopt *Resolution 3485-B* to approve the renewal of The MET’s

charter for the term dates July 1, 2025, through June 30, 2030 (5 years) with the following conditions:

- a) The Charter School will collaborate with District staff to regularly report to the Board on the Charter School's fiscal condition and steps taken to reach financial sustainability.

Should this option be approved, The MET's charter will be renewed, and the District will notify CDE accordingly. *Resolution 3485-B* indicates that the Board has delegated authority to the Superintendent or a designee to report regularly on the MET's fiscal condition. This resolution further directs the Charter school and the District Staff to negotiate an Operational MOU describing the interaction of the District's dependent charter schools with District departments by June 30, 2026.

Option C: If the Board is not satisfied with the information provided in the petition, the Board may take action to deny the renewal of The MET's renewal petition. The Board would need to make written findings of fact based upon one or more legal grounds included in the Education Code as a basis for denial of the renewal petition.

Potential for Appeal

There is no distinction in the Education Code between locally funded "dependent" charter schools and direct-funded "independent" charter schools. If the SCUSD Board denies a charter renewal petition, the law does not specifically preclude a dependent charter school from appealing the decision to the Sacramento County Board of Education (SCOE) within 30 days, as per EC Section 47605(k)(1). However, an appeal by a locally funded Charter School would require a complete material revision of the charter (essentially re-organizing the school as a direct-funded charter), which would require the approval of the SCUSD Board. This is highly unlikely. A denial would likely result in the closure of the charter school.

List of Referenced Exhibits

Exhibit A: [Summary of Available Data and Renewal Tier Placement](#)

Exhibit B: [Summary of Recent Fiscal History](#)

Exhibit A: Summary of Available Data and Renewal Tier Placement

The MET Sacramento High School Student Data and Renewal Tier

Performance Level Determination

The MET Sacramento High School is assigned the **Middle-Performance Level** for charter renewal (EC Section 47607(c)(2)(A)).

Schools assigned a middle-performance level are entitled to a presumption of charter renewal with a 5-year charter term.

Summary of the CA Dashboard Academic Indicators

Participation rates of less than 95% result in students receiving the Lowest Obtainable Scale Score (LOSS), which negatively impacts overall performance data. Data is sourced from the CA Dashboard Additional Reports.

State Assessment Participation Rates

Spring	Overall	Student Groups Below 95%
ELA	96% (44/46)	White 88% (15/17)
Math	96% (44/46)	White 88% (15/17)
ELPAC	100%	None

Academic Performance Indicators: CAASPP ELA and math assessments, taken annually by students in grades 3–8 and 11, English Learner Progress, and the College Career Indicator. All data for eligible populations are sourced from the school’s CA Dashboard profile.

Performance Color: Indicates change from the previous year.

Status: Status is the ‘statewide average’ for academic Measures. An average is much more precise than a color. Student groups outperforming the State are not compared to charter school performance (gray). Similarly, student groups of less than 30 students are not compared.

Distance from Standard: Measures how far, on average, students are from the lowest possible score to meet the standard.

1. English Language Arts Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	-27 points	-14 points	+3 points	-13 points
SE Disadvantaged	-26 points ⁺	-43 points	-8 points ⁺	-41 points
Hispanic	-25 points ⁺	-40 points	-10 points ⁺	-39 points
White	-50 points ⁺	+21 points	-35 points ⁺	+19 points

+ Less than 30 students were represented in this group for this year.

2. Mathematics Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	-111 points	-49 points	-119 points	-48 points
SE Disadvantaged	-105 points ⁺	-81 points	-136 points ⁺	-78 points
Hispanic	-90 points ⁺	-81 points	-157 points ⁺	-79 points
White	-142 points ⁺	-11 points	-115 points ⁺	-10 points

+ Less than 30 students were represented in this group for this year.

3. English Learner Progress Indicator (ELPI) Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
English Learners	No data	–	69% progressing ⁺	46% progressing
Long-Term ELs	No Data	–	75% progressing ⁺	46% progressing

4. College and Career Indicator Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	38% prepared	44% prepared	39% prepared	45% prepared
SE Disadvantaged	32% prepared	35% prepared	36% prepared	37% prepared
Hispanic	33% prepared ⁺	36% prepared	42% prepared ⁺	37% prepared
White	53% prepared ⁺	53% prepared	27% prepared ⁺	54% prepared

+ Less than 30 students were represented in this group for this year.

Summary of the CA Dashboard Non-Academic Dashboard Indicators

Additional CA Dashboard metrics provide context for a school's successful implementation of the approved educational program. The school's data isn't compared to the states', and it should show evidence of continuous improvement based on performance color year over year.

Graduation Rate

Groups	Charter Spring 2023	Charter Spring 2024
All Students	83%	83%
SE Disadvantaged	79%	87%
Hispanic	88% ⁺	90% ⁺
White	93% ⁺	55% ⁺

+ Less than 30 students were represented in this group for this year.

K-8 Chronic Absenteeism Rate

This indicator does not apply to 9-12 school programs.

Suspension Rate

Groups	Charter Spring 2023	Charter Spring 2024
All Students	9%	6%
English Learners	0% ⁺	10% ⁺
Long-Term EL	No Data	11% ⁺
Disabilities	9%	7%
SE Disadvantaged	12%	7%
African American	9% ⁺	11% ⁺
Hispanic	10%	3%
Two or More Races	18% ⁺	12% ⁺
White	3%	6%

+ Less than 30 students were represented in this group for this year.

CA Dashboard Local Indicators

Indicators	Status: Met/Not Met
------------	---------------------

Basics: Teachers, Instructional Materials, Facilities	Met
Implementation of Academic Standards	Met
Parent and Family Engagement	Met
Local Climate Survey	Met
Access to a Broad Course of Study	Met

Locally Determined Verified Data

A charter school designated as middle-performing may choose (but is not required) to support its case for renewal by providing verified data aligned with the November 2023 State Board of Education requirements. Authorizers must consider this data when submitted by a school assigned a middle-performance level.

The MET chose not to include verified data in alignment with the November 2023 State Board of Education requirements.

Exhibit B: Summary of Recent Financial History

(Next Page)

The MET; Budget Summary, 2022-2025

From 2022-23 SY to 2023-24 SY			
Enrollment / ADA constant	Constant	2022-23 Deficit	\$ (57,203.00)
Revenue slightly increased	\$ 150,344.00	June 2023 Ending Fund Balance	\$ 859,201.00
Total Expenses increased faster than revenue	\$ 413,595.00	2023-24 Deficit	\$ (483,750.00)
Personel Cost Increase	\$ 445,151.00	June 2024 Ending Fund Balance	\$ 375,451.00
Mandatory Cost Increase	\$ 83,589.00	Contribution Needed?	No
<p>Summary: In the 2023-24 school year personel cost increased, due to raises and retroactive payments, far faster than revenue. The Charter was able to weather those increases by utilizing their reserves and reducing other costs. 2023-24 was the first year in which the site level deficit was routinely monitored.</p>			
From Budget Development (January 2024) to Budget Adoption (June 2024); 2024-25 SY			
Enrollment/ADA Decrease	-15 ADA	Surplus projected at BDP	\$ 3,000.00
COLA Decrease	3.8% --> 1.07%	Deficit Projected at Adoption	\$ (242,925.54)
Revenue Decrease	\$ (192,605.00)	Ending Fund Balance Projected at BDP	\$ 368,452.00
Total Expenses increased (Mitigated by restricted funds)	\$ 144,531.54	Ending Fund Balance Projected at Adoption	\$ 122,526.46
Personel Cost Increase	\$ 334,660.00		
Mandatory Cost Slight Increase	\$ 70.00	Contribution Needed?	Maybe
<p>Summary: At Budget Development, the Charter School projected a slight surplus and anticipated a Fund Balance of over \$300,000. After Budget Development, the projected COLA was considerably reduced. A second round of salary increases impacted overall expenses. Mandatory Costs, charged on a per enrollment basis, only increased slightly overall due to decreased enrollment but increased on a per student basis. This meant that the charter school went from projecting a small surplus to projecting a major deficit practically overnight. The charter school was unable to make FTE cuts as this occurred after the notification deadlines. In addition, the charter school over projected enrollment and ADA, leading to even greater deficit. At this time, the charter school projected finish the year with an ending balance below the required reserve. The Board could have decided waive that requirement or make a contribution to meet the required reserve.</p>			
Changes During School Year 2024-25 (From Budget Adoption in Jun 2024 to 2nd Interim in March 2025)			
Enrollment/ADA Decrease	-30 ADA	Deficit Projected at 2nd Interim	\$ (748,465.00)
Revenue Decrease	\$ (551,064.00)	Ending Fund Balance Projected at 2nd Interim	\$ (383,013.00)
Total Expenses decreased	\$ (14,646.54)	Contribution Needed	Yes
Personel Cost Decrease	\$ (280,741.64)	Contribution needed to start 25-26 with RR	\$ 540,967.60
Mandatory Cost Slight Decrease	\$ (75,052.65)		
<p>Summary: The Charter School's P1 ADA (certified in late February) was even lower than projected, resulting in a considerable loss of revenue. With the retirement of several higher paid staff, lower mandatory costs due to lower enrollment, and minimized spending on all other costs, the charter school was able to make up for some lost revenue, but are still projecting a large deficit. Increased ADA in the 2nd half of the year could result in additional funds, and the charter school has already seen ADA increase since January. However, a contribution will be necessary to close the books on 2024-25 and start 2025-26 with the required reserve. The required reserve is currently set at 5% of anticipated expenses.</p>			
Taking Steps Toward Solvency for 2025-26			
Projecting slight but reasonable ADA increase	+20 ADA	Deficit Projected for 2025-26	\$ (114,353.00)
Reductions to FTEs (maintaining A-G)	- 1.4 FTE	Deficit Reduced from Prior Year	\$ 634,112.00
Overall Cost Decreases (Helped by use of one-time funds)	\$ (307,076.00)	Ending Fund Balance for 2025-26	\$ 43,601.60
Personel Cost Decrease	\$ (172,348.45)	Contribution Needed	Maybe
Mandatory Cost Increase	\$ 111,181.65	Contribution Up To	\$ 114,353.00
<p>Summary: In planning for 2025-26, the Charter school made a more reasonable ADA projection, based on current year applicants and reduced FTEs to the minimum necessary to offer A-G requirements on campus. In doing so, they reduced their deficit by over \$600,000 from the previous year, despite more than \$100,000 of mandatory cost increase. The Charter School may still make further cost reductions and seek additional funding. Negotiations with the District regarding mandatory costs and strengthening the school's reporting of Non-Classroom Based ADA will further improve the fiscal position. Unanticipated cost increases will negatively impact the fiscal position. If nothing changes, the charter school will adopt a budget projecting a slight deficit, but will have adequate reserves to cover it if they go below the required minimum.</p>			
<p>*Note: This summary is designed to show big picture budget trends. Specific accounting details can be found in other resources. Please reach to to request access.</p>			

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Resolution No. 3485-A**

**Resolution to Approve the Renewal Petition for
The MET Sacramento High School**

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

WHEREAS, on January 31, 2025, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for The MET Sacramento High School, a dependent charter school of the District (“Charter School”);

WHEREAS, a public hearing on the Renewal Petition was held on March 6, 2025, 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 District’s *Staff Renewal Report* was published on March 19, 2025 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit A** and incorporated herein by reference;

WHEREAS, the Board has convened on April 10, 2025 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 the 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 March 19, 2025, attached hereto as Exhibit A.

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 March 19, 2025 and included in Exhibit A to this Resolution, which includes the Charter School’s obligation to update its local control and accountability plan as required by law.
5. The Board directs District staff and the Charter School to develop a memorandum of understanding addressing the respective rights, roles, and obligations of the parties consistent with the authorizer-charter relationship, which shall be approved by the Board within the first year of the Charter School’s renewal term (no later than June 30, 2026).
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 April 10, 2025, at a duly noticed meeting by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTAIN: _____

Lisa Allen, Superintendent

Jasjit Singh, Board President

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Resolution No. 3485-B**

**Resolution to Approve with Condition the Renewal Petition for
The MET Sacramento High School**

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

WHEREAS, on January 31, 2025, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for The MET Sacramento High School, a dependent charter school of the District (“Charter School”);

WHEREAS, a public hearing on the Renewal Petition was held on March 6, 2025, 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 District’s *Staff Renewal Report* was published on March 19, 2025 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit A** and incorporated herein by reference;

WHEREAS, the Board has convened on April 10, 2025 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 the 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 March 19, 2025, attached hereto as Exhibit A.

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 March 19, 2025 and included in Exhibit A to this Resolution, which includes the Charter School’s obligation to update its local control and accountability plan as required by law, and also subject to full satisfaction of the following condition which must be met by the Charter School:
 - a. The Charter School shall collaborate with District staff to regularly report to the Board on the Charter School’s fiscal condition and steps taken to reach financial sustainability.
5. The Superintendent or her designee shall have authority to determine whether the condition specified above has been effectively met by the Charter School.
6. The Board directs District staff and the Charter School to develop a memorandum of understanding addressing the respective rights, roles, and obligations of the parties consistent with the authorizer-charter relationship, as well as the Charter School’s interactions with the District departments, which shall be approved by the Board within the first year of the Charter School’s renewal term (no later than June 30, 2026).
7. The Superintendent or her designee is authorized and directed to take such action as may be reasonably necessary to effectuate the purpose and intent of this Resolution.

PASSED AND ADOPTED by the Board of Education on April 10, 2025, at a duly noticed meeting by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTAIN: _____

Lisa Allen, Superintendent

Jasjit Singh, Board President



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.6

Meeting Date: April 10, 2025

Subject: Determination Hearing for Charter Renewal for George Washington Carver School of Arts and Science

- 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 George Washington Carver School of Arts and Science ("Carver") 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 Carver satisfied all required criteria. Carver is eligible for a five-year renewal of its charter beginning on July 1, 2025, and ending on June 30, 2030.

Background/Rationale: On January 31, 2025, Carver submitted a petition to renew its charter. It is requesting to renew the term of its charter, which expires on June 30, 2025. On March 6, 2025, 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 Carver's 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 March 19, 2025. 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 resolution is designed to provide the board with draft language around which to formalize that decision. The Board may consider other options or resolution language.

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. As a locally-funded ("Dependent") Charter School, the District is the sole employer of all Carver staff. Carver is a member of the SCUSD SELPA. Carver requested approval of a financial contribution from the District for the 2024-25 school year. Though currently projecting a deficit for the 2025-26 school year, Carver is taking all possible steps toward fiscal solvency.

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

Documents Attached:

1. Staff Renewal Report for Carver
2. Sample Resolution Language for Board Consideration

Estimated Time of Presentation: 10 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



Sacramento City Unified School District

Staff Renewal Report

Published March 19, 2025



George Washington Carver School of Arts and Sciences

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

On January 31, 2025, George Washington Carver School of Arts and Science (“Carver” or “GWC”) petitioned the Sacramento City Unified School District (District or SCUSD) to renew its charter. The current charter expires on June 30, 2025. If approved, Carver would be eligible for a five-year charter term, from July 1, 2025, through June 30, 2030.

In compliance with Education Code (EC) Section 47605(b), the SCUSD Board of Education held a public hearing on March 6, 2025, to consider the level of support for the Charter petition by District teachers, other District employees, and parents/guardians. The Board will conduct a second public hearing and either approve or deny the renewal petition on April 10, 2025. This *Staff Report*, including findings of fact, was published on the District’s website and shared with the school leadership on March 19, 2025, at least fifteen (15) days before the second public hearing.

Criteria For Renewal

Petition and Required Elements

Education Code Section 47607 guides the petition review for the renewal of charter schools. As part of that review, the authorizer must consider the schoolwide and all student groups' performance on state and local indicators, with a greater weight applied to measurements of academic performance, as described in Education Code Section 47607(c)). Furthermore, EC Section 47607(b) states that charter renewals are governed by the standards and criteria described in Section 47605 and 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. This provision is further clarified or supported by 5 CCR s 11967.5.1, which states that:

A "reasonably comprehensive" description, within the meaning subdivision (f) of this section and Education Code section 47605(c)(5), 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, it addresses essentially all aspects of the elements, not just selected aspects.*
- (3) Is specific to the proposed charter petition, not to charter schools or charter petitions.*
- (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 those 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 students.*

Performance Levels

Based upon a charter school's performance on the California School Dashboard, academic achievement indicators (i.e., CAASPP ELA and math, the English Language Proficiency Indicator (ELPI), and the College Career Indicator (CCI)) in the two consecutive years immediately preceding the renewal decision, the California Department of Education (CDE) places a charter school in one of the three performance categories: high, middle, or low. For middle and high-performance tier schools, the presumption is that the board will renew unless conditions for denial are present (EC Section 47607(2)). Low-performance tier charter schools have a presumption of denial. However, charter schools may receive a maximum two-year renewal based on a "second look," in which the authorizer conducts a deeper evaluation of the charter school's academic achievement and determines whether they meet conditions for an additional two-year term (EC 47607.2).

Reasons for Denial

The authorizer may deny the renewal of a charter if it makes written factual findings that the charter school failed to meet the standards and criteria outlined in EC Section 47605:

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 outlined in the petition;
3. The petition does not contain the necessary affirmations and assurances;
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’s employees for purposes of Chapter 10.7 (commencing with EC Section 3540) of Division 4 of Title 1 of the Government Code.

Notwithstanding EC Sections 47607(c), 47607.2(a), and 47607.2(b), pursuant to 47607(e), the authorizing 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. As documented by EC Section 47607(d), the charter school is not serving the pupils who wish to attend.

To deny, the authorizer must provide 30 days’ notice with a reasonable opportunity to cure the violation(s) 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 to render a corrective action unviable.

Executive Summary

Please note the color coding, which directs the reader to areas that may be potential findings for denial rather than items that could be addressed in other ways.		
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 or cause for denial, but may need to be addressed	May not meet expectations and/or standards; should be considered carefully as a potential non-renewal issue

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

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

Review of Required Elements

ELEMENT	TOPIC	MEETS STANDARD	KEY FINDINGS
Element 1/A	Educational Program	YES	
Element 2/B	Measurable Student Outcomes	SUBSTANTIALLY	LCAP lacks some key elements
Element 3/C	Student Progress Measurement	SUBSTANTIALLY	

Element 4/D	Governance	SUBSTANTIALLY	Advisory Council needs procedural improvements
Element 5/E	Employee Qualifications	YES	
Element 6/F	Health and Safety	SUBSTANTIALLY	Clarity between District policies and Charter School procedures
Element 7/G	Racial/ Ethnic Balance	YES	
Element 8/H	Admissions	YES	
Element 9/I	Independent Audits	YES	
Element 10/J	Suspension/Expulsion	SUBSTANTIALLY	Clarity between District policies and Charter School procedures
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	
REQUIRED SUPPLEMENTAL INFORMATION		MEETS STANDARDS	KEY FINDINGS
Financial/ Administrative Plan		SUBSTANTIALLY	
Facilities		YES	
Impact Statement		YES	
Special Education		YES	

Detailed Findings of Fact

This section contains greater detail regarding any of the above-mentioned areas that did not meet the requirements. **Items not described met requirements.**

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

District Staff believe that Carver presents a sound educational program.

Relative Strengths

The petition includes a comprehensive description of the Carver educational program that identifies targeted students, describes what it means to be an “educated person” in the 21st century, and describes how learning best occurs. The petition describes how Carver will implement the Waldorf instructional model that builds on the K-8 Waldorf instructional model implemented in other District schools. The petition describes how Carver graduates will graduate having met UC/CSU admission course requirements. The description of the educational program also includes provisions for students with exceptional needs, including Students with Disabilities, English Learners, high-performing students, and low-performing students. As a dependent charter, and as described in the petition, Carver is a school of SCUSD for special education purposes and works with SCUSD to ensure the needs of its students with exceptional needs are met. This includes SCUSD Special Education support and access to instructional support for multilingual students.

A five-year analysis of student ELA summative outcomes at Carver shows that schoolwide performance peaked at 48 points above standard in 2019 before declining to 72 points below standard in 2022. Since then, as reflected in the two dashboards preceding renewal, schoolwide outcomes have improved to 48 points below standard. This significant pre-COVID decline, followed by a gradual recovery, is also evident among socioeconomically disadvantaged students, Students with Disabilities, and Hispanic students.

Opportunities for Focus

A five-year analysis of student Mathematics summative outcomes indicates a need for greater focus on student progress toward proficiency, both schoolwide and within student groups. The petition does not provide a comprehensive plan detailing how Carver will close the proficiency gap in Mathematics between its students and students statewide.

Additionally, a five-year review of student College and Career readiness outcomes underscores the need for increased attention to student progress in this area, as measured by the California Dashboard. Both schoolwide and student group outcomes reveal a gap between Carver students and their statewide peers. However, the petition does not present a clear plan to address this disparity.

As a small high school, Carver has a relatively small number of students eligible for participation in standardized testing. As a result, even if only 1 or 2 students from a student group opt out or fail to test, the school’s participation rates fall below the 95% threshold, which will negatively impact the school’s scores.

A more detailed summary of all available data can be found in [Exhibit A](#).

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

Education Program

Despite identified areas for collaborative focus between Charter and District staff described below, staff believes that the charter school has the structures that make it **likely to successfully implement its proposed program.**

The Carver graduation rate data for the past five years at the school shows fluctuations, with a significant drop in 2023 followed by a sharp rebound in 2024. Schoolwide graduation rates declined from 91% in 2022 to 68% in 2023 before recovering to 97% in 2024. A similar trend is observed across student groups, particularly among socioeconomically disadvantaged students and White students. The dramatic drop in 2023, followed by a recovery, suggests potential disruptions in that year that may have impacted graduation rates, warranting further examination of contributing factors. Deeper research into this phenomenon revealed data management errors as the most likely factor (i.e., the same number of students graduated, but the records of students who had transferred out in earlier grades were not handled correctly). **Carver should work closely with District staff to refine their internal enrollment and transfer processes.**

Governance

As a locally-funded “Dependent” charter, the SCUSD School Board serves as the authorizing and governing board. The board policies and administrative regulations adopted by the SCUSD Board apply to the Charter School. The Charter School maintains a local advisory council that functions similarly to a school site council and is held to the same guidance under the Greene Act. The Charter School’s advisory council is expected to foster transparency and community engagement in its decision-making.

Despite the identified areas for collaborative focus between Charter and District staff, as described below, staff believes that the charter school has the governance structures that make it **likely to successfully implement its proposed program.**

Staff found that Carver’s advisory council needs to be strengthened. Specific concerns about how the advisory council is defined in the petition are listed in Element 4/D below. **More holistically, staff recommends that Carver’s advisory council focus on clearly defining its role relative to the District board, increasing transparency, and improving compliance with the Greene Act.**

Fiscal

As a locally-funded “Dependent” charter, the Charter School’s apportioned funds pass through the District and are held within Fund 09 of the District’s accounts. The Charter School pays fees

for District departments to administer and manage their budget. The Charter School complies with the District systems and timelines for budget development and reporting. The District is the sole public employer of all Charter School employees; the salaries and benefits are determined through labor agreements. As such, the Charter School leader's actionable space around fiscal sustainability is based primarily on their ability to accurately project and maintain enrollment, spend within budgeted limits, manage their fund balance, and pursue additional funds.

Based on a thorough analysis of Carver's financial documents and overall fiscal condition, there are certain factors that could impact or undermine its financial viability. However, if Carver engages in a collaborative focus with the District to meaningfully address the items detailed below, staff believes the school will be likely to successfully implement its charter school program within the first two years of its proposed renewal term. A summary of Carver's recent financial picture is available in [Exhibit B](#).

1. **Enrollment and ADA:** Carver experienced a post-COVID drop in enrollment and has struggled to regain the student population it once had. Daily attendance seems to be increasing in the current school year. The petition contains a detailed "Grow Carver" campaign to increase enrollment. To improve financial sustainability, the school should:
 - a. Continue to fully implement their "Grow Carver" campaign to increase enrollment
 - b. Make a concerted effort to bring average daily attendance (ADA) up to 95%
 - c. Ensure that their budget assumptions for enrollment and ADA are reasonable and realistic.
2. **Deficit Spending:** Carver initially experienced a deficit of \$394,316 in 2023-24, largely due to retroactive salary increases. Carver is once again projecting a deficit in 2024-25 (\$252,068) and 2025-26 (\$121,950). The 2024-25 deficit could be attributed largely to the almost 3% decrease in the state allocation COLA between budget development and budget adoption. The projected deficit decreases significantly each year following significant cuts made by the school. To improve financial sustainability, the school should:
 - a. Continue to match program (FTEs and course offerings) to enrollment numbers
 - b. Seek additional sources of funding (i.e., grants)
 - c. Work with District staff to spend within the limits of their adopted budget
3. **Fund Balance:** Prior to 2023-24, Carver had a reasonable fund balance. They met the District's required 5% minimum. Carver covered its 2023-24 deficit from its fund balance. However, the remaining fund balance will likely not be adequate to cover the

outstanding costs in 2024-25 or 2025-26. This may require a request for a financial contribution from the SCUSD Board (anticipated April 3, 2025).

3. Does the petition contain the necessary affirmations and assurances of the Charter Schools Act? **YES**

Appropriate declarations and affirmations were included in the petition.

4. Does the petition contain reasonably comprehensive descriptions of all the 15 required elements? **SUBSTANTIALLY**

The following petition elements were deemed potentially incomplete, not reasonably comprehensive, or not legally compliant. Please note color coding to direct the reader to areas that may be potential findings for denial versus items that could be addressed in other ways.

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 or cause for denial, but may need to be addressed	May not meet expectations and/or standards; should be considered carefully as a potential non-renewal issue
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Element 2/B: Measurable Student Outcomes & Element 3/C: Student Progress Measurements

The Carver petition combines Elements 2 and 3 in its description of measurable student outcomes and methods of measurement. The petition points to the Carver Local Control and Accountability Plan (LCAP) for descriptions of desired student outcomes at both schoolwide and student-group levels, methods of measurement, and actions to achieve those outcomes. The petition also includes a description of state and local assessments used at Carver and how those assessments are used to monitor student academic progress. Finally, the petition describes how the school will use state and local data to measure student progress toward meeting charter goals described on page 38 of the petition.

In reviewing the LCAP, as a part of the petition, the review team found that the LCAP lacked specific actions and associated expenditures explicitly written to improve Mathematics outcomes at Carver. Additionally, the LCAP lacked specific actions and associated expenditures explicitly written to improve College/Career Readiness outcomes for Carver graduations, schoolwide and within student groups. The Carver LCAP was missing the following required metrics: EAP ELA, EAP Math, HS Dropout Rate, and AP Exam outcomes. Upon a review of the Carver website, the LCAP could not be easily located on the charter school’s website. The review team located the

LCAP on the charter school's California Dashboard page. Staff recommend that Carver make these edits to their LCAP and prominently post the LCAP on the homepage, as required, in advance of the June 2025 LCAP approval.

Element 4/D: Governance Structure

While the petition includes a reference to, and inclusion of, the school's Bylaws in the Appendix, the mere attachment of the Bylaws does not provide a comprehensive description of the governance structure. Several concerns were identified in the review:

- Role and Function of the Advisory Council: The advisory council's roles and responsibilities are not clearly defined. Duties appear redundant or conflicting, hindering understanding of how the council is to function.
- Transparency Concerns: Advisory Council agendas and meeting minutes are mentioned as being accessible online, but the information is not easily navigable. The findings are as follows:
 - The petition indicates educational partners are represented on the Council and references the Bylaws. Upon reviewing the Bylaws, the review team determined that the Council composition does not include non-employee community partner representation. Although Carver is not a Title I-funded school, the best practice is to ensure the majority of members are non-employee educational partners for input and decision-making.
 - There is no direct link clearly identifying the "Site" or "Advisory" Council.
 - If the "Guild" is acting as the Council, past agendas are not posted, and there is no clear indication that the Guild serves as the school's advisory body.
- Compliance with the Greene Act: The lack of transparency raises concerns about compliance with the Greene Act, which requires that public meeting notices be posted at least 72 hours prior to a meeting. Posting agendas and minutes in an easily navigable manner is strongly advised to avoid additional mandate/audit findings.

Element 6/F: Health And Safety Policy

The petition would be more comprehensive with an explanation of how site-level Health and Safety procedures align with District policies. Although for a dependent charter, the District takes the lead on updating the Comprehensive Safety Plan and staff trainings, the petition should describe how the school implements these policies in practice.

Element 10/J: Suspension/Expulsion

The petition would be more comprehensive with an explanation of how site-level suspension and expulsion procedures align with District policies. For a dependent charter, the petition should

describe how the school implements these policies in practice, including the shared roles and responsibilities of both the school and the District, and how the school ensures due process, particularly for students with disabilities.

Although Carver uses Restorative Justice Practices and Multi-Tiered Systems of Support (MTSS) to reduce suspensions, suspensions increased in 2024. The petition lacks detail and clarity regarding suspension and expulsion procedures, involuntary removal, and the implementation of support systems. This raises concerns about the effectiveness and transparency of the school's disciplinary practices.

An analysis of Carver's suspension data highlights the need for the school to better align its disciplinary practices with those of the district. Suspension rates for specific student groups exceed the overall schoolwide rate, with African American and Students with Disabilities both at 18%, and Hispanic and Socio-economically Disadvantaged students at 10%. Additionally, Carver's overall suspension rate has surpassed the District's rate in four of the last five years' reported on the CA Dashboard.

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**

The renewal petition states that Sacramento City Unified School District will be deemed the exclusive public employer of the charter school employees per agreements as a locally funded "Dependent" charter.

RENEWAL CONCLUSION

George Washington Carver School of Arts and Science was placed into the "middle" renewal tier under EC Section 47607(c)(2)(A) following the release of the 2023-24 California School Dashboard. Schools assigned a middle-level renewal are entitled to a presumption of charter renewal with a 5-year charter term.

Even with categorization in the "middle" performance group, there are allowable grounds for denial of a renewal petition. Reasons for denial include:

1. Submission of a renewal petition that is incomplete does not include a reasonably comprehensive description of all new requirements applicable to charter schools since the last authorization or does not include reasonably comprehensive descriptions necessary to reflect the current program offered by the charter EC Section 47607(c)(2)(F);
2. Serious fiscal and/or governance concerns, which in the case of a school falling into the high renewal tier described below also must not have been adequately addressed, or are incapable of being addressed, during a required 30-day opportunity to correct (EC Section 47607(e) or

3. Failure to serve all students who wish to attend the school (EC Section 47607(e))

The charter school has not been issued any notices of serious fiscal and/or governance concerns. Based on the findings in this report, **George Washington Carver School of Arts and Sciences is not eligible for denial under these conditions.**

Additional Recommendations and Considerations

Although Carver is a locally funded (dependent) charter school, **Staff strongly recommend that the District develop a Memorandum of Understanding (MOU) specific to Carver’s “dependent” status.** The MOU could outline the roles and financial responsibilities of key departments within the District (e.g., Human Resources, Information Technology, Maintenance and Operations, Curriculum and Instruction, Fiscal, and Special Education) compared to the responsibilities of the charter schools. This clarification would help guide District staff in supporting Carver’s success. Additionally, the MOU could define oversight expectations, including expectations related to findings in this staff report, to ensure that the District’s locally funded charters are held to the same high standards as all the District’s authorized charters. This sort of agreement should positively impact all areas described above.

As described in the Fiscal section above, **the Charter School may require a financial contribution request from the SCUSD Board (anticipated April 3, 2025).** The Board is encouraged to make any decision regarding a contribution separately from this decision to renew. Staff strongly recommends that any contribution be made in tandem with a fiscal sustainability agreement to guide the school toward solvency in the coming years.

SCUSD Board of Education Options

The SCUSD Board of Education has several legally compliant options. The Board may also consider other options not listed here.

Option A: If the Board is satisfied that the information provided in the renewal petition is satisfactory, the Board may adopt *Resolution 3487-A* to approve Carver’s charter for the term dates July 1, 2025, through June 30, 2030. The Charter School will make required updates to its LCAP as required by law. This resolution further directs the Charter school and the District Staff to negotiate an Operational MOU describing the interaction of the District’s dependent charter schools with District departments by June 30, 2026.

Option B: If the Board is mostly satisfied with the information provided in the renewal petition by Carver, the Board may adopt *Resolution 3487-B* to approve the renewal of Carver’s charter for the term dates July 1, 2025, through June 30, 2030 (5 years) with the following conditions:

a) The Charter School will collaborate with District staff to regularly report to the Board on the Charter School’s fiscal condition and steps taken to reach financial sustainability.

Should this option be approved, Carver’s charter will be renewed, and the District will notify CDE accordingly. *Resolution 3487-B* indicates that the Board has delegated authority to the Superintendent or a designee to regularly report on Carver’s fiscal condition. This resolution further directs the Charter school and the District Staff to negotiate an Operational MOU describing the interaction of the District’s dependent charter schools with District departments by June 30, 2026.

Option C: If the Board is not satisfied with the information provided in the petition, the Board may take action to deny the renewal of Carver’s renewal petition. The Board would need to make written findings of fact based upon one or more legal grounds included in the Education Code as a basis for denial of the renewal petition.

The Appeal Process

There is no distinction in the Education Code between locally funded “dependent” charter schools and direct-funded “independent” charter schools. If the SCUSD Board denies a charter renewal petition, the law does not specifically preclude a dependent charter school from appealing the decision to the Sacramento County Board of Education (SCOE) within 30 days, as per EC Section 47605(k)(1). However, an appeal by a locally funded Charter School would require a complete material revision of the charter (essentially re-organizing the school as a direct-funded charter), which would require the approval of the SCUSD Board. This is highly unlikely. A denial would likely result in the closure of the charter school.

List of Referenced Exhibits

Exhibit A: [Summary of Available Data and Renewal Tier Placement](#)

Exhibit B: [Summary of Recent Fiscal History](#)

Exhibit A: Summary of Available Data and Renewal Tier Placement

George Washington Carver School of Arts & Sciences Student Data and Renewal Tier

Performance Level Determination

George Washington Carver School of Arts and Science (“GWC” or “Carver”) is assigned the **Middle-Performance Level** for charter renewal (EC Section 47607(c)(2)(A)).

Schools assigned a middle-performance level are entitled to a presumption of charter renewal with a 5-year charter term.

Summary of the CA Dashboard Academic Indicators

Participation rates of less than 95% result in students receiving the Lowest Obtainable Scale Score (LOSS), which negatively impacts overall performance data. Data is sourced from the CA Dashboard Additional Reports.

Most Recent Year State Assessment Participation Rates

Spring 2024	Overall	Student Groups Below 95%
ELA	91% (42/46)	Foster Youth 0% (0/1); SE Disadvantaged 92% (22/24); Disabilities 88% (14/16); African American 88% (7/8); Hispanic 87% (13/15)
Math	91% (42/46)	Foster Youth 0% (0/1); SE Disadvantaged 92% (22/24); Disabilities 88% (14/16); African American 88% (7/8); Hispanic 87% (13/15)
ELPAC	100%	None

Academic Performance Indicators: CAASPP ELA and math assessments, taken annually by students in grades 3–8 and 11, English Learner Progress, and the College Career Indicator. All data for eligible populations are sourced from the school’s CA Dashboard profile.

Performance Color: Indicates change from the previous year.

Status: Status is the ‘statewide average’ for academic Measures. An average is much more precise than a color. Student groups outperforming the State are not compared to charter school performance (gray). Similarly, student groups of less than 30 students are not compared.

Distance from Standard: Measures how far, on average, students are from the lowest possible score to meet the standard.

1. English Language Arts Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	-50 points	-14 points	-48 points	-13 points
Disabilities	-154 points ⁺	-96 points	-133 points ⁺	-96 points
SE Disadvantaged	-55 points ⁺	-43 points	-67 points ⁺	-41 points
Hispanic	-79 points ⁺	-40 points	-107 points ⁺	-39 points
White	-60 points ⁺	+21 points	+20 points ⁺	+19 points

+ Less than 30 students were represented in this group for this year.

2. Mathematics Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	-143 points	-49 points	-151 points ⁺	-48 points
Disabilities	-236 points ⁺	-127 points	-205 points ⁺	-124 points
SE Disadvantaged	-144 points ⁺	-81 points	-188 points ⁺	-78 points
Hispanic	-176 points ⁺	-81 points	-171 points ⁺	-79 points
White	-140 points ⁺	-11 points	-116 points ⁺	-10 points

+ Less than 30 students were represented in this group for this year.

3. English Learner Progress Indicator (ELPI) Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
English Learners	No Data	–	No Data	–
Long-Term ELs	No Data	–	No Data	–

4. College and Career Indicator Performance Color and Status

Groups	Charter Spring 2023	State Spring 2023	Charter Spring 2024	State Spring 2024
All Students	28% prepared	44% prepared	28% prepared	45% prepared
Disabilities	11% prepared ⁺	12% prepared	8% prepared ⁺	14% prepared

SE Disadvantaged	9% prepared	35% prepared	20% prepared	37% prepared
Hispanic	18% prepared ⁺	36% prepared	15% prepared ⁺	37% prepared
White	36% prepared	53% prepared	38% prepared ⁺	54% prepared

+ Less than 30 students were represented in this group for this year.

Summary of the CA Dashboard Non-Academic Dashboard Indicators

Additional CA Dashboard metrics provide context for a school's successful implementation of the approved educational program. The school's data isn't compared to the states', and it should show evidence of continuous improvement based on performance color year over year.

Graduation Rate

Groups	Charter Spring 2023	Charter Spring 2024
All Students	68%	97%
Disabilities	67% ⁺	93% ⁺
SE Disadvantaged	64% ⁺	97%
Hispanic	82% ⁺	100% ⁺
White	67% ⁺	94% ⁺

+ Less than 30 students were represented in this group for this year.

K-8 Chronic Absenteeism Rate

This indicator does not apply to 9-12 school programs.

Suspension Rate

Groups	Charter Spring 2023	Charter Spring 2024
All Students	3%	9%
Disabilities	6%	18%
SE Disadvantaged	4%	10%
African American	NA	18% ⁺
Hispanic	4%	10%
Two or More Races	0% ⁺	6% ⁺
White	2%	8%

+ Less than 30 students were represented in this group for this year.

CA Dashboard Local Indicators

Indicators	Status: Met/Not Met
Basics: Teachers, Instructional Materials, Facilities	Met
Implementation of Academic Standards	Met
Parent and Family Engagement	Met
Local Climate Survey	Met
Access to a Broad Course of Study	Met

Locally Determined Verified Data

A charter school designated as middle-performing may choose (but is not required) to support its case for renewal by providing verified data aligned with the November 2023 State Board of Education requirements. Authorizers must consider this data when submitted by a school assigned a middle-performance level.

Carver chose **not to include** verified data in alignment with the November 2023 State Board of Education requirements.

Exhibit B: Summary of Recent Financial History

(Next Page)

George Washington Carver School of Arts and Science; Budget Summary, 2022-2025

From 2022-23 SY to 2023-24 SY			
Enrollment / ADA Decreased	-30 ADA	2022-23 Deficit	\$ (37,883.00)
Revenue slightly increased	\$ 212,156.00	June 2023 Ending Fund Balance	\$ 549,405.00
Total Expenses increased more than revenue	\$ 363,955.00	2023-24 Deficit	\$ (394,316.00)
Personel Costs Increased	\$ 607,512.00	June 2024 Ending Fund Balance	\$ 155,089.00
Mandatory Costs Slight Decrease	\$ (46,211.00)	Contribution Needed?	No
<p>Summary: In the 2023-24 school year personell cost increased, due to raises and retroactive payments, far faster than revenue. The Charter School's Enrollment declined, lessening the impact of increased state revenue. The Charter was able to weather those shortfalls by utilizing their reserves. Mandatory Costs, charged on a per enrollment basis, decreased slightly overall due to decreased enrollment but increased on a per student basis.</p>			
From Budget Development (January 2024) to Budget Adoption (June 2024); 2024-25 SY			
Enrollment/ADA Increase	+4 ADA	Deficit projected at BDP	\$ (30,374.00)
COLA Decrease	3.8% --> 1.07%	Deficit Projected at Adoption	\$ (257,182.00)
Revenue Decrease	\$ (103,767.00)	Ending Fund Balance Projected at BDP	\$ 124,715.00
Total Expenses increased more than revenue	\$ 182,760.00	Ending Fund Balance Projected at Adoption	\$ (102,093.00)
Personel Costs Increased	\$ 43,322.00		
Mandatory Costs Increased	\$ 85,835.00	Contribution Needed?	Yes
<p>Summary: After Budget Development, the projected COLA was considerably reduced. A second round of salary increases impacted overall expenses, despite cuts made by the charter school at Budget Development. This meant that the charter school went from projecting a small deficit that would have been absorbed by reserves to projecting a major deficit practically overnight. The charter school was unable to make FTE cuts after the notification deadlines. The charter school would finish the year with an ending balance below the required reserve. A contribution will be necessary to close the books on 2024-25 and start 2025-26 with the required reserve.</p>			
Changes During School Year 2024-25 (From Budget Adoption in Jun 2024 to 2nd Interim in March 2025)			
Enrollment/ADA Decrease	-16 ADA	Deficit Projected at 2nd Interim	\$ (252,068.00)
Revenue Decrease	\$ (83,763.00)	Ending Fund Balance Projected at 2nd Interim	\$ (96,979.00)
Total Expense Decrease	\$ (38,810.00)	Contribution Needed	Yes
Personel Costs Slight Increase	\$ 22,428.99	Contribution needed to start 25-26 with RR	\$ 220,938.55
Mandatory Costs Decreased	\$ (54,075.00)		
<p>Summary: The Charter School's P1 ADA (certified in late February) was lower than projected, resulting in a loss of revenue. With several higher paid staff leaving the school, lower mandatory costs due to lower enrollment, and minimized spending on all other costs, the charter school was able to make up for some lost revenue, but are still projecting a deficit. A contribution will be necessary to close the books on 2024-25 and start 2025-26 with the required reserve. If the Charter School's P2 certified ADA is higher, this deficit would be less and the school will require less of a contribution.</p>			
Taking Steps Toward Solvency for 2025-26			
Projecting reasonable ADA decrease	-4 ADA	Deficit Projected for 2025-26	\$ (121,950.00)
Reductions to FTEs (maintaining A-G)	- 2 FTE	Deficit Reduced from Prior Year	\$ (130,118.00)
Overall cost Decrease	\$ (96,559.00)	Ending Fund Balance for 2025-26	\$ 2,009.55
Personel Costs Slight Increase	\$ 136,058.01	Contribution Needed	Maybe
Mandatory Costs Decreased	\$ (17,207.00)	Contribution Up To	\$ 117,122.05
<p>Summary: The Charter school made a more reasonable ADA projection, based on current year applicants and reduced FTEs to the minimum necessary to offer A-G requirements on campus. In doing so, they further reduced their their deficit from the prior year. The Charter School may still make further cost reductions and seek additional funding. Mandatory Costs, charged on a per enrollment basis, decreased slightly overall due to decreased enrollment but increased on a per student basis. Negotiations with the District regarding mandatory costs and strengthening the school's ADA will further improve the fiscal position. Unanticipated cost increases will negatively impact the fiscal position. If nothing changes, the charter school will adopt a budget projecting a slight deficit, but will have adequate reserves to cover it if they go below the required minimum.</p>			
<p>*Note: This summary is designed to show big picture budget trends. Specific accounting details can be found in other resources. Please reach to to request access.</p>			

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Resolution No. 3487-A**

**Resolution to Approve the Renewal Petition for
George Washington Carver School of Arts and Sciences**

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

WHEREAS, on January 31, 2025, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for George Washington Carver School of Arts and Sciences, a dependent charter school of the District (“Charter School”);

WHEREAS, a public hearing on the Renewal Petition was held on March 6, 2025, 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 District’s *Staff Renewal Report* was published on March 19, 2025 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit A** and incorporated herein by reference;

WHEREAS, the Board has convened on April 10, 2025 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 the 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 March 19, 2025, attached hereto as Exhibit A.

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 March 19, 2025 and included in Exhibit A to this Resolution, which includes the Charter School’s obligation to update its local control and accountability plan as required by law.
5. The Board directs District staff and the Charter School to develop a memorandum of understanding addressing the respective rights, roles, and obligations of the parties consistent with the authorizer-charter relationship, as well as the Charter School’s interactions with the District departments, which shall be approved by the Board within the first year of the Charter School’s renewal term (no later than June 30, 2026).
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 April 10, 2025, at a duly noticed meeting by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTAIN: _____

Lisa Allen, Superintendent

Jasjit Singh, Board President

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Resolution No. 3487-B**

**Resolution to Approve with Condition the Renewal Petition for
George Washington Carver School of Arts and Sciences**

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

WHEREAS, on January 31, 2025, the Sacramento City Unified School District (“District”) received a petition to renew the charter (“Renewal Petition”) for George Washington Carver School of Arts and Sciences, a dependent charter school of the District (“Charter School”);

WHEREAS, a public hearing on the Renewal Petition was held on March 6, 2025, 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 District’s *Staff Renewal Report* was published on March 19, 2025 which includes staff’s proposed findings of fact based on its evaluation of the Renewal Petition, information from the Charter School’s last charter term, and available student outcome data, a copy of which is attached hereto as **Exhibit A** and incorporated herein by reference;

WHEREAS, the Board has convened on April 10, 2025 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 the 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 March 19, 2025, attached hereto as Exhibit A.

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 March 19, 2025 and included in Exhibit A to this Resolution, which includes the Charter School's obligation to update its local control and accountability plan as required by law, and also subject to full satisfaction of the following condition which must be met by the Charter School:
 - a. The Charter School shall collaborate with District staff to regularly report to the Board on the Charter School's fiscal condition and steps taken to reach financial sustainability.
5. The Superintendent or her designee shall have authority to determine whether the condition specified above has been effectively met by the Charter School.
6. The Board directs District staff and the Charter School to develop a memorandum of understanding addressing the respective rights, roles, and obligations of the parties

consistent with the authorizer-charter relationship, as well as the Charter School's interactions with the District departments, which shall be approved by the Board within the first year of the Charter School's renewal term (no later than June 30, 2026).

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

PASSED AND ADOPTED by the Board of Education on April 10, 2025, at a duly noticed meeting by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTAIN: _____

Lisa Allen, Superintendent

Jasjit Singh, Board President

EXHIBIT A
Staff Renewal Report



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: April 10, 2025

Subject: Business and Financial Information: Enrollment and Attendance Report, Month 6, Ending Friday, February 14, 2025

- 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: Receive business and financial information.

Background/Rationale: Enrollment and Attendance Report, Month 6, Ending Friday, February 14, 2025.

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Goal 1 – Graduation Outcomes, Goal 2 – Academic Outcomes.

Documents Attached:

- Enrollment and Attendance Report, Month 6, Ending Friday, February 14, 2025

Estimated Time of Presentation: N/A

Submitted by: Janea Marking, Chief Business and Operations Officer

Approved by: Lisa Allen, Interim Superintendent

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ENROLLMENT AND ATTENDANCE REPORT
MONTH 6, ENDING FRIDAY, FEBRUARY 14, 2025

ENROLLMENT					ATTENDANCE		
ELEMENTARY SCHOOLS	GENERAL EDUCATION			SDC Grades K-6	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	TK-K	Grades 1-3	Grades 4-6				2024-2025 Attendance
A M Winn Elementary K-8 Waldorf	69	105	116	30	320	292.17	91.89%
Abraham Lincoln El	73	204	223	2	502	444.22	89.86%
Alice Birney Waldorf-Inspired K8	69	141	166	1	377	351.89	93.63%
Bret Harte Elementary	24	73	53	40	190	161.83	86.06%
Caleb Greenwood	94	216	223	6	539	501.11	93.59%
Camellia Basic Elementary	34	128	131	16	309	291.83	94.51%
Capital City School	9	21	44	0	74	68.00	93.94%
Caroline Wenzel Elementary	24	80	77	23	204	176.06	87.42%
Cesar Chavez ES	0	0	354	14	368	333.22	90.99%
Crocker/Riverside Elementary	90	270	277	0	637	596.89	93.88%
David Lubin Elementary	83	164	185	33	465	428.61	93.53%
Earl Warren Elementary	67	149	179	19	414	380.06	92.10%
Edward Kemble Elementary	129	319	0	15	463	406.50	88.94%
Elder Creek Elementary	100	294	330	5	729	653.78	90.83%
Ethel I Baker Elementary	92	256	257	4	609	518.94	87.29%
Ethel Phillips Elementary	68	172	185	14	439	387.44	89.00%
Father Keith B Kenny K-6 School	43	91	110	27	271	228.44	86.13%
Genevieve Didion Elementary	88	201	213	6	508	479.33	94.63%
Golden Empire Elementary	66	179	183	8	436	391.06	90.78%
H W Harkness Elementary	60	109	114	18	301	270.33	91.60%
Hollywood Park Elementary	62	94	80	43	279	243.33	88.65%
Home/Hospital	9	22	27	0	58	12.84	100.00%
Hubert H. Bancroft Elementary	70	160	149	29	408	358.11	89.21%
Isador Cohen Elementary	72	138	135	40	385	344.89	91.77%
James W Marshall Elementary	33	136	134	38	341	303.44	89.79%
John Bidwell Elementary	57	98	95	20	270	222.22	84.51%
John Cabrillo Elementary	70	129	140	46	385	335.17	88.98%
John D Sloat Elementary	41	69	88	26	224	187.22	84.42%
John H. Still K-8	66	161	192	2	421	364.39	87.10%
John Morse Therapeutic Center	0	0	0	13	13	12.06	93.53%
Leataata Floyd Elementary	26	87	86	4	203	169.94	85.69%
Leonardo da Vinci K - 8 School	110	276	281	20	687	645.06	94.09%
Mark Twain Elementary	51	104	93	31	279	248.56	90.75%
Martin Luther King Jr Elementary	72	135	121	38	366	326.06	89.44%
Matsuyama Elementary	69	169	190	14	442	408.5	93.23%
Nicholas Elementary	70	192	222	16	500	429.28	88.38%
O W Erlewine Elementary	62	103	117	23	305	271.39	90.60%
Oak Ridge Elementary	65	163	194	2	424	365.11	87.56%
Pacific Elementary	96	261	258	5	620	551.39	90.39%
Parkway Elementary School	66	165	162	27	420	348	84.87%
Phoebe A Hearst Elementary	89	273	281	3	646	617.17	95.54%
Pony Express Elementary	72	116	159	11	358	326.67	92.16%
Rosa Parks K-8 School	35	134	139	16	324	288.11	89.54%
Sequoia Elementary	63	167	161	26	417	373.44	90.89%
Success Academy K-8	0	0	4	0	4	2.94	73.61%
Susan B Anthony Elementary	63	137	130	5	335	310.00	93.09%
Sutterville Elementary	72	135	186	14	407	374.72	92.66%
Suy:u Elementary	61	154	177	28	420	376.33	91.05%
Tahoe Elementary	59	121	104	41	325	289.44	90.04%
Theodore Judah Elementary	118	178	171	17	484	436.5	91.20%
Washington Elementary	72	136	150	24	382	328.5	87.85%
William Land Elementary	73	148	146	0	367	339.39	93.30%
Woodbine Elementary	26	127	119	29	301	253.00	86.58%
TOTAL ELEMENTARY SCHOOLS	3,252	7,660	8,111	932	19,955	17,824.88	90.63%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 6, ENDING FRIDAY, FEBRUARY 14, 2025

MIDDLE SCHOOLS	ENROLLMENT				ATTENDANCE		
	GENERAL EDUCATION			SDC Grades 7-8	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	Grade 7	Grade 8	Total Grades 7-8				2024-2025 Attendance
A M Winn Elementary K-8 Waldorf	50	29	79	8	87	79.78	91.70%
Albert Einstein MS	284	287	571	16	587	525.83	91.08%
Alice Birney Waldorf-Inspired K8	48	48	96	2	98	90.56	92.40%
California MS	407	365	772	18	790	694.00	88.63%
Capital City School	23	22	45	0	45	30.11	69.67%
Fern Bacon MS	339	313	652	33	685	609.78	89.65%
Genevieve Didion Elementary	55	56	111	0	111	105.33	94.89%
Home/Hospital	15	18	33	0	33	7.44	100.00%
John H. Still K-8	102	133	235	7	242	216.17	90.07%
John Morse Therapeutic Center	0	0	0	6	6	5.67	94.44%
Leonardo da Vinci K - 8 School	63	56	119	12	131	117.28	89.87%
Miwok MS	545	636	1,181	14	1,195	1,101.39	92.64%
Rosa Parks K-8 School	197	191	388	24	412	360.72	88.41%
Sam Brannan MS	146	165	311	32	343	304.56	89.62%
School of Engineering and Science	110	130	240	2	242	227.06	93.82%
Success Academy K-8	2	9	11	0	11	3.22	85.29%
Umoja International Academy	128	121	249	15	264	222.78	85.61%
Will C Wood MS	325	302	627	60	687	617.72	90.44%
TOTAL MIDDLE SCHOOLS	2,839	2,881	5,720	249	5,969	5,319.40	90.31%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 6, ENDING FRIDAY, FEBRUARY 14, 2025

HIGH SCHOOLS	ENROLLMENT							ATTENDANCE		
	GENERAL EDUCATION					Total Grade 9-12	SDC Grades 9-12	TOTAL ENROLLMENT	ADA	PERCENTAGE FOR THE MONTH
	Continuation	Grade 9	Grade 10	Grade 11	Grade 12					2024-2025 Attendance
American Legion HS	132	0	3	10	19	164	0	164	99.89	67.49%
Arthur A. Benjamin Health Prof	0	44	36	24	32	136	15	151	124.50	85.44%
C K McClatchy HS	0	688	658	594	582	2,522	31	2,553	2,231.44	89.70%
Capital City School	0	33	36	42	37	148	0	148	108.67	78.05%
Hiram W Johnson HS	0	394	401	384	364	1,543	112	1,655	1,369.83	86.52%
Home/Hospital	0	23	20	5	18	66	0	66	12.81	100.00%
John F Kennedy HS	0	357	383	390	399	1,529	105	1,634	1,391.83	90.53%
Luther Burbank HS	0	363	342	337	373	1,415	113	1,528	1,323.22	89.49%
Rosemont HS	0	344	350	324	354	1,372	108	1,480	1,263.00	88.37%
School of Engineering and Science	0	103	55	61	65	284	4	288	265.61	93.47%
Umoja International Academy	0	32	41	24	40	137	0	137	125.83	92.90%
West Campus HS	0	226	229	219	218	892	10	902	850.89	94.54%
TOTAL HIGH SCHOOLS	132	2,607	2,554	2,414	2,501	10,208	498	10,706	9,167.52	89.15%

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
 ENROLLMENT AND ATTENDANCE REPORT
 MONTH 6, ENDING FRIDAY, FEBRUARY 14, 2025

DISTRICT TOTALS	TOTAL ENROLLMENT	TOTAL ADA	ADA PERCENTAGE FOR THE MONTH
			2024-2025 Attendance
ELEMENTARY SCHOOLS	19,955	17,824.88	90.63%
MIDDLE SCHOOLS	5,969	5,319.40	90.31%
HIGH SCHOOLS	10,706	9,167.52	89.15%
TOTAL ALL DISTRICT SCHOOLS	36,630	32,311.80	90.15%

Total Non-Public Schools as of 03/04/25	258
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ADULT EDUCATION SCHOOLS

ADULT EDUCATION	ENROLLMENT	ADA
A. Warren McClaskey Adult Center	103	16.88
Charles A. Jones Career & Education Center	294	22.16
TOTAL ADULT EDUCATION	397	39.04

DEPENDENT CHARTER SCHOOLS

2024-2025 DEPENDENT CHARTERS	ENROLLMENT						ENROLLMENT TOTAL	ATTENDANCE	
	TK-K	Grades 1-3	Grades 4-6	Grades 7-8	Grades 9-12	SDC		ADA	ADA PERCENTAGE FOR THE MONTH
Bowling Green McCoy	42	163	161	0	0	5	371	328.72	89.42%
Bowling Green-Chacon	39	137	138	0	0	3	317	283.67	90.32%
George W. Carver SAS	0	0	0	0	171	2	173	150.44	90.33%
New Joseph Bonnheim Charter	67	100	119	0	0	6	292	264.68	91.55%
Sac New Tech Early College HS	0	0	0	0	145	1	146	131.71	95.64%
The Met High School	0	0	0	0	181	1	182	168.71	98.25%
TOTAL DEPENDENT CHARTER SCHOOLS	148	400	418	0	497	18	1481	1327.93	91.52%

Monthly Enrollment and Attendance



	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Total Enrollment	39,324	38,853	38,776	38,490	38,600	38,508
Total ADA	35,258.88	35,709.75	34,904.63	34,466.62	34,318.41	33,678.77