



Putting
Children
First

AMENDED

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, June 4, 2026

4:45 p.m. Closed Session

6:15 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2025/26-30

Allotted Time

4:45 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

3.4 Education Code 35146- The Board will hear staff recommendation on the following student expulsion from 25-26: Expulsion #14 of the school year 2025-2026

3.5 Government Code 54957- Public Employee Appointment
(a) Approve- Rosa Parks, Principal

3.6 Government Code 54957—Public Employee Performance Evaluation
Title: Superintendent

6:15 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

4.1 The Pledge of Allegiance

4.2 Broadcast Statement

4.3 Stellar Student introduced by Board Member Michael Benjamin

6:20 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:22 p.m. **6.0 AGENDA ADOPTION**

6:24 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.

6:39 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 Grants Entitlements and Other Income Agreements
(Lisa Grant-Dawson)

8.1b Approve/Ratification of Other Agreements, Bid Awards, Declared Surplus
Materials and Equipment, Change Notices, and Notices of Completion
(Lisa Grant-Dawson)

8.1c Approve Personnel Transactions (Jake Hansen)

8.1d Approve Staff Recommendation for Expulsion #14 of the 2025-26 school year
(David Van Natten)

8.1e Approve Candidate of School & Community College District
Representative for the Sacramento County Treasury Oversight
Committee (Board President Tara Jeane)

8.1f Approve Resolution No. 3590: Resolution Regarding Board Stipends
(Superintendent Cancy McArn)

8.1g Approve Minutes for the April 16, 2026, Regular Board of Education
Meeting (Superintendent Cancy McArn)

8.1h Approve Minutes for the April 23, 2026, Special Board of Education
Meeting (Superintendent Cancy McArn)

8.1i Approve Minutes for the April 30, 2026, Regular Board of Education
Meeting (Superintendent Cancy McArn)

8.1j Approve Minutes for the May 7, 2026, Regular Board of Education
Meeting (Superintendent Cancy McArn)

8.1k Citizens' Bond Oversight Committee Report (Chris Ralston)

8.1l Approve Board of Education Meeting Calendar 2026-27 School Year
(Superintendent Cancy McArn)

8.1m Approve Labor Partner Agreements (Dan Schallock)

8.1n Approve Job Descriptions (Dan Schallock)

6:41 p.m. **9.0 COMMUNICATIONS**

9.1 *Employee Organization Reports:*

- SCTA
- SEIU
- TCS
- Teamsters
- UPE
- AFSA Local 154-AFL-CIO

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

7:20 p.m.

9.2 *District Advisory Committees:*

- Student Advisory Council
- Community Advisory Committee
- District English Learner Advisory Committee
- Local Control Accountability
Plan/Parent Advisory
Committee

Information
3 minutes each

		▪ <i>Black/African American Advisory Board</i> ▪ <i>Community Schools Advisory Committee</i> ▪ <i>American Indian Education Program Parent Committee</i> ▪ <i>Restorative Justice Committee</i>	
7:44 p.m.	9.3	<i>Board Ad Hoc Committee Reports</i> ▪ <i>Special Education Committee</i> ▪ <i>Board Policy Committee</i> ▪ <i>Budget Committee</i>	Information 5 minutes
7:49 p.m.	9.4	<i>Student Member Report (Maggie Kemper)</i>	Information 5 minutes
7:54 p.m.	9.5	<i>Superintendent's Report (Cancy McArn)</i>	Information 5 minutes
7:59 p.m.	9.6	<i>President's Report (Tara Jeane)</i>	Information 5 minutes
8:04 p.m.	9.7	<i>Information Sharing by Board Members</i>	Information 10 minutes
10.0 SPECIAL PRESENTATION			
8:14 p.m.	10.1	<i>SCUSD Sustainability Plan, 7 Fiscal Strategies (Cabinet Members)</i>	Action 10 minute presentation 10 minute discussion
8:34 p.m.	10.2	<i>Multi-Tiered System of Supports Proof of Concept Update (Erin Findley & Matt Callman)</i>	Information 10 minute presentation 10 minute discussion
8:54 p.m.	10.3	<i>2025-26 Charter Schools Annual Oversight Report (Amanda Goldman, Ed. D)</i>	Information 10 minute presentation 10 minute discussion
9:14 p.m.	10.4	<i>Approve Contracts Report > \$15,000 (Lisa Grant-Dawson)</i>	Action 5 minute presentation 5 minute discussion
11.0 PUBLIC HEARING			
9:24 p.m.	11.1	<i>Public Hearing: 2025-26 Local Control and Accountability Plan (Ed Eldridge)</i>	Information 15 minute presentation 10 minute discussion
9:49 p.m.	11.2	<i>Public Hearing for Dependent Charter 2026-27 Local Control</i>	Information 2 minute presentation

Accountability Plans (LCAP) (Ed Eldridge & Amanda Goldman Ed.D)

5 minute discussion

9:56 p.m. 11.3 Public Hearing: Proposed Fiscal Year 2026-27 Budget for All Funds (Lisa Grant-Dawson)

Information
15 minute presentation
15 minute discussion

10:26 p.m. 11.4 Public Hearing: AB 1200 Public Disclosure and Approval of MOU between SCUSD and the Service Employees International Union (SEIU) (Lisa Grant-Dawson & Rosa Coronada)

Action
5 minute presentation
5 minute discussion

12.0 BOARD WORKSHOP/ STRATEGIC INITIATIVE

10:36 p.m. 12.1 2025-26 Third Interim Financial Report (Business Office)

Information
10 minute presentation
10 minute discussion

10:56 p.m. 13.0 FUTURE BOARD MEETING DATES / LOCATIONS

✓ June 18, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

✓ July 23, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

10:58 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: June 4, 2025

Subject: Approval/Ratification of Grants, Entitlements, and Other Income Agreements

- ☐ 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

Estimated Time of Presentation: N/A

Submitted by: Lisa Grant-Dawson, Interim CBOO

Torrie Moreno, Budget Analyst

Approved by: Cancy McArn, Superintendent

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

Contractor

New Grant

Amount

<u>Nutrition Services, Central Kitchen</u>		
CA Department of Education	☒ Yes	\$108,416
G26-00035	☐ No	No Match
Period: 7/1/25 – 6/30/28 2025 Retention and Recruitment (R&R) Grant Description: Funding to support the retention and recruitment of school food service workers		

<u>Nutrition Services, Central Kitchen</u>		
CA Department of Education	☒ Yes	\$1,250.000
G26-00036	☐ No	No Match
Period: 7/1/25 – 06/30/28 2025 Kitchen Infrastructure and Training (KIT) Grant Description: 2025-26 Award to assist with providing nutritious meals for students.		

Grant Award Notification

GRANTEE NAME AND ADDRESS Lisa Allen, Superintendent Sacramento City Unified School District 5735 47th Ave. Sacramento, CA 95824-4528				CDE GRANT NUMBER					
				FY	PCA	Service Location	Suffix		
				25	25789	67439	00		
Attention Diana Flores				INDEX		County Code			
Email LISA-ALLEN@SCUSD.EDU				0190		34			
Telephone 916-643-9000				STANDARDIZED ACCOUNT CODE STRUCTURE					
Grantee Unique Entity ID (UEI)				Resource Code		Revenue Object Code			
Program Office				7042		8520			
Name of Grant Program Retention & Recruitment (R&R) Grant									
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date			
	\$108,415.89		\$108,415.89		7/1/2025	6/30/2028			
ALN	Federal Award ID Number	Federal Grant Name			Federal Agency				

I am pleased to inform you that you have been funded for the 2025 Retention and Recruitment (R&R) Grant.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please read the terms of this Grant Award Notification and submit your e-signature to accept this award within 10 business days via Adobe Sign. Upon completion, an automated email with a final PDF copy will be sent to all parties, including food service directors/managers who are cc'd on the award email with view only access.

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the analyst listed below to discuss other signing options.

California Department of Education Contact Danielle Rice		Job Title Analyst II			
E-mail Address kit2025@cde.ca.gov		Telephone 916-323-2538			
Authorized by the State Superintendent of Public Instruction or Designee 		Date May 11, 2026			
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS					
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.					
Printed Name of Authorized Agent Cancy McArn		Title Superintendent			
E-mail Address cancy-mcarn@scusd.edu		Telephone 916-643-9010			
Signature  Cancy McArn (May 20, 2026 10:41:11 PDT)		Date 5/20/2026			

Retention & Recruitment (R&R) Grant Supplemental Agreement between the California Department of Education and Sacramento City Unified School District

Congratulations on your success in competing for these grant funds. We applaud your commitment to providing nutritious meals to California's children. This grant is authorized by Senate Bill 121 (Committee on Budget. Education finance: education omnibus budget trailer bill). Section 79 of this law appropriated \$10 million in funds from the State of California's General Fund to the CDE to competitively award the R&R Grant.

The R&R Grant competitively awards funding to support the retention and recruitment of school food service workers. For more information on this grant, please refer to the 2025 Retention and Recruitment Grant web page at <https://www.cde.ca.gov/ls/nu/sn/kit2025.asp>.

This Grant Award Notification (GAN) must be signed and submitted to the Nutrition Services Division before any grant funds can be disbursed to your district or agency. Please keep a copy for your records.

Upon receipt of a signed copy of this GAN, the CDE will distribute the initial 90 percent of the awarded grant funding. The CDE will distribute the remaining 10 percent upon receipt of the school food authority's final report. If your district or agency does not submit a final report, then your total award may be rescinded. Incomplete or missing final reports may result in the described loss of funding. The text within this paragraph constitutes all required notice.

GRANTEES AGREE TO:

- Be an approved School Breakfast Program and National School Lunch Program sponsor prior to receiving grant funding.
- Encumber funds for the approved program activities in accordance with the grant regulations and all applicable regulatory requirements regarding the administration and expenditure of these funds by the end date indicated on the first page of this grant.
- Seek input from applicable unions/bargaining units, human resources, food service administrators, governing board or body members, staff, and parents on how the improved retention and recruitment initiatives will increase access to fresh, healthy school meals and address local priorities.
- Submit a final report by June 30, 2029.
- Return unused funds within 30 days of receiving a CDE billing notice.

Grant Award Notification

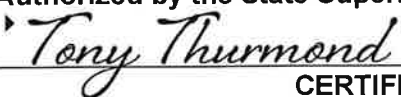
GRANTEE NAME AND ADDRESS Lisa Allen, Superintendent Sacramento City Unified School District 5735 47th Ave. Sacramento, CA 95824-4528				CDE GRANT NUMBER				
				FY	PCA	Service Location	Suffix	
				25	25789	66167	00	
Attention Diana Flores				INDEX		County Code		
Email LISA-ALLEN@SCUSD.EDU				0190		34		
Telephone 916-643-9000				STANDARDIZED ACCOUNT CODE STRUCTURE				
Grantee Unique Entity ID (UEI)				Resource Code		Revenue Object Code		
Program Office				7041		8520		
Name of Grant Program 2025 Kitchen Infrastructure and Training (KIT) Grant								
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date		
	\$1,250,000.00		\$1,250,000.00		7-1-25	6-30-28		
ALN	Federal Award ID Number	Federal Grant Name			Federal Agency			

I am pleased to inform you that you have been funded for the 2025 Kitchen Infrastructure and Training Grant (KIT).

This award is made contingent upon the availability of funds. If the legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please read the terms of this Grant Award Notification and submit your e-signature to accept this award within 10 business days via Adobe Sign. Upon completion, an automated email with a final PDF copy will be sent to all parties, including food service directors/managers who are cc'd on the award email with view only access.

By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the analyst listed below to discuss other signing options.

California Department of Education Contact Danielle Rice		Job Title Analyst II	
E-mail Address kit2025@cde.ca.gov		Telephone 916-323-2538	
Authorized by the State Superintendent of Public Instruction or Designee 		Date May 12, 2026	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS			
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.</i>			
Printed Name of Authorized Agent Cancy McArn		Title Superintendent	
E-mail Address cancy-mcarn@scusd.edu		Telephone 916-643-9010	
Signature  Cancy McArn (May 20, 2026 10:07:59 PDT)		Date 5/20/2026	

2025 Kitchen Infrastructure and Training (KIT) Grant Supplemental Agreement between the California Department of Education and Sacramento City Unified School District

Congratulations on your success in competing for these grant funds. We applaud your commitment to providing nutritious meals to California's children. This grant is authorized by Assembly Bill 121 (Committee on Budget. Education finance: education omnibus budget trailer bill). Section 79 of this law appropriated \$145 million from the State of California's General Fund to the CDE to competitively award KIT Grants.

The 2025 KIT Grant supports improving the quality of meals served through the National School Lunch Program (NSLP) and School Breakfast Program (SBP), which may include procurement of California-grown, whole or minimally processed food, food service staff training and salaries, and kitchen infrastructure upgrades. For more information on this grant, please refer to the 2025 KIT Grant web page at <https://www.cde.ca.gov/ls/nu/sn/kit2025.asp>.

This Grant Award Notification (GAN) must be signed and submitted to the Nutrition Services Division before any grant funds can be disbursed to your district or agency. Please keep a copy for your records.

Upon receipt of a signed copy of this GAN, the CDE will disburse the initial 50 percent of the awarded grant funding. All grantees will be required to complete both a progress report and final report. Once the progress report has been submitted, school food authorities (SFA) will be eligible to receive an additional 25 percent of their remaining grant award total. The CDE will distribute the remaining 25 percent upon receipt of the SFA's final report. If your district or agency does not submit a progress report or a final report, then your total award may be rescinded. Incomplete or missing progress reports or final reports may result in the described loss of funding. The text within this paragraph constitutes all required notice.

GRANTEES AGREE TO:

- Be an approved NSLP and SBP sponsor prior to receiving grant funding.
- Encumber funds for the approved program activities in accordance with the grant regulations and all applicable regulatory requirements regarding the administration and expenditure of these funds by the end date indicated on the first page of this grant.
- Submit a progress report by January 30, 2027.
- Submit a final report by June 30, 2029.
- Return unused funds within 30 days of receiving a CDE billing notice.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1b

Meeting Date: June 4, 2026

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
4. Change Notices – Facilities Projects
5. Notices of Completion – Facilities Projects

Estimated Time of Presentation: N/A

Submitted by: Lisa Grant-Dawon, Interim Chief Business and
Operations Officer

Tina Alvarez Bevens, Contract Analyst

Approved by: Cancy McArn, Superintendent

ENTITLEMENTS AND OTHER INCOME AGREEMENTS – REVENUE

Contractor

New Item

Amount

<u>CURRICULUM AND PROFESSIONAL DEVELOPMENT DEPARTMENT</u>		
University of the Pacific MOU0000053	☒ Yes ☐ No	\$0 No Match
Period: 12/1/25 – 12/1/30 Description: Academic – Affiliation Multi Program Agreement – Speech Language Pathology. All students must successfully complete clinical practicum requirements as inherent part of the program. To earn a Master of Science degree in Speech-Language Pathology, each student must demonstrate clinical competence as well as academic success.		

<u>CURRICULUM AND PROFESSIONAL DEVELOPMENT DEPARTMENT</u>		
San Diego State University MOU0000014	☒ Yes ☐ No	\$0 No Match
Period: 8/1/25 – 7/31/30 Description: SCUSD is to provide teachers (referred to as “intern”), hired by the Agency in a pre-credentialed status in high need areas, to teach full-time while pursuing a University teaching credential.		

APPROVAL OF DECLARED SURPLUS MATERIALS AND EQUIPMENT

SITE/DEPT	ITEM
Nutrition Services	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.
ITEMS	STATUS: The District has determined these items are not repairable nor usable.
1975 A-200F Hobart Mixer (1 each) 1976 8145 Buffalo Chopper (1 each) Model 200-106 #10 Can Rack (1 lot) MCB-48 Crown Verity Griddle (1 each) H-600T Hobart Floor Mixer (6 each) A-200T Hobart Floor Mixer (2 each) Model 35628 Speed Rack (18 each) LPAGA-60 MagiCater Portable Grill (1 each)	RECOMMENDATION: It is recommended that the Board of Education approve the salvage of the listed items per Education Code section 17546
TOTAL VALUE	
\$0.00	
DISPOSAL METHOD	

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 26-060426 Recoating Gym and Dance Floors-Various Sites

Bids received: May 12, 2026; 2:00 pm

Recommendation: Award to: Western Flooring

Funding Source: Routine and Restricted Maintenance

BIDDER	BIDDER LOCATION	AMOUNT
Western Flooring	Modesto CA	\$116,349
Boberg Hardwood Floors	Loomis CA	\$143,556
Old Growth	West Sacramento CA	\$146,090

Bid No: 0530-407 Luther Burbank HS Security Fencing

Bids received: May 13, 2026; 10:00 am

Recommendation: Award to: Roebbelen Contracting

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Roebbelen Contracting	El Dorado Hills CA	\$2,454,152
Joe's Landscaping	Newman CA	\$2,753,500

Bid No: 0151-468 Leonardo da Vinci TK Expansion

Bids received: *Negotiated Contract

Recommendation: Award to Rodan Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rodan Builders	Hayward CA	\$875,000

Rationale: Bid #0151-407 was publicly posted on April 15th and on April 20, 2026 in the Daily Journal. By closing date of May 7, 2026, no bids were submitted.

*Per PCC §22038(c), If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article.

Bid No: **0151-470 Leonardo da Vinci and 0450-470 Umoja Gym Floor Replacement**

Bids received: *Negotiated Contract

Recommendation: Award to Rodan Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rodan Builders	Hayward CA	\$2,800,000

Rationale: Bid #0151-470 and 0450-470 was publicly posted on April 28th and on May 4, 2026 in the Daily Journal. By closing date of May 13, 2026, no bids were submitted.

*Per PCC §22038(c), If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article.

Bid No: **0097-489 Abraham Lincoln Enrollment Expansion**

Bids received: May 15, 2026; 2:00 pm

Recommendation: Award to: Rubicon Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rubicon Builders	Sonoma CA	\$1,411,000

Bid No: **0350-431 Genevieve Didion Enrollment Expansion**

Bids received: May 15, 2026; 10:00 am

Recommendation: Award to: Rubicon Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rubicon Builders	Sonoma CA	\$1,745,000

Bid No: 0445-416 John Still K-8 Gymnasium Upgrades

Bids received: *Negotiated Contract

Recommendation: Award to Rodan Builders

Funding Source: Measure H

BIDDER	BIDDER LOCATION	AMOUNT
Rodan Builders	Hayward CA	\$1,098,800

Rationale: Bid #0445-470 was publicly posted on April 28th and on May 4, 2026 in the Daily Journal. By closing date of May 13, 2026, no bids were submitted.

*Per PCC §22038(c), If no bids are received through the formal or informal procedure, the project may be performed by the employees of the public agency by force account, or negotiated contract without further complying with this article.

NOTICES OF COMPLETION – FACILITIES PROJECTS

Contract work is complete and Notices of Completion may be executed.

Contractor	Project	Completion Date
Vanden Bos Electric	Matsuyama Telecenter	5/4/26
Vanden Bos Electric	David Lubin Telecenter	5/14/26
KS Telecom	Abraham Lincoln Telecenter	4/13/26

College of Education Internship Credential Agreement University and Agency

This agreement entered into by and between the Trustees of the California State University on behalf of California State University, San Diego State University, College of Education, referred to as “University,” and Sacramento City Unified School District referred to as “Agency”.

I. Statement of Purpose

The purpose of the internship credential agreement between the University and Agency is to provide teachers (referred to as “Intern”), in a pre-credential status in high need areas, to teach full time while pursuing a University teaching credential.

II. Priorities

A. Program Activities

Activities will be accomplished in accordance with the attached Exhibit A, reviewed and agreed upon by the University and Agency prior to the start of the internship, which by reference is hereby incorporated and made a part of this agreement.

University will advise Intern(s) to do the following:

1. Participate in all relevant trainings required by the Agency.
2. Model professional and appropriate behavior when working with students and Agency colleagues.
3. Support Agency events that are a part of the internship experience.
4. Meet the goals, expectations, and requirements of the University Internship Credential Program and specified internship requirements referenced in the attached Exhibit A.
5. Sign and submit to Agency the Waiver, Release of Liability, and Agreement, attached hereto as Exhibit B.

B. Safe and Productive Environment

The Agency will:

1. Give Intern a complete tour of the school site and ensure that Intern is aware of all emergency procedures and is able to act responsibly in the case of an emergency.
2. Ensure that Intern is aware of the unique nature of the Agency population and is prepared to work with this population.
3. California law may require the Agency to obtain Intern’s fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the Agency’s responsibility to: 1) obtain the Intern’s fingerprints; and 2) obtain criminal background clearance from the appropriate agency.
4. The Agency shall pay Intern(s) according to applicable law including any required withholding and reporting whether payment is wage, stipend, or payment under a grant. If required by law, the Agency shall consider Interns employees and, as such, shall provide workers’ compensation insurance.
5. Agree that Agency is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. Agency is familiar with and informed about the Centers for Disease Control and Prevention (“CDC”) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. Agency, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed, or updated, Agency will take steps to comply with the modified, changed, or updated guidelines or directives. If at any time Agency becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the University of that fact.
6. Agency shall have the right to refuse to permit any of Intern to participate in the internship program at any time, with or without cause. Agency shall notify University and University shall immediately remove from Agency’s site any Intern

who, in the judgment of Agency, is not satisfactorily meeting the requirements of the internship program by, for example, failing to comply with relevant Agency policies, being disruptive of Agency operations, or posing a danger or potential danger to the health, safety, or well-being of Agency students, employees or other individuals.

The University will:

1. Support the internship program and its objectives by providing support for the Intern as necessary and agreed upon in the attached Exhibit A document. Prior to the commencement of internship program, the University shall require each Intern to submit to Agency the information related to Intern's prior experience. This includes job or level of experience descriptions and specific information regarding competency of the Intern.
2. Ensure that all interns performing services under this Agreement will provide a tuberculosis ("TB") certificate of clearance prior to commencing services pursuant to this Agreement. University shall ensure that it will not place any intern at a school without a valid TB certificate on file showing that the student, or employee, was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).
3. University shall ensure that each Intern assigned to the Agency is actively enrolled in the University's credential or intern preparation program at the time of placement. University agrees to notify the Agency promptly in writing if any Intern ceases to be enrolled in the University's program, withdraws, is dismissed, or otherwise becomes ineligible to continue participation under this Agreement.
4. University Student Related Responsibilities. University shall notify its students in the Program that they are responsible for:
 - Maintaining the confidentiality of District student information: The discussion, transmission, or narration in any form by University students of any individually identifiable student information, obtained in the course of the Program is forbidden except as a necessary part of the practical experience;
 - Neither University nor its employees or agents shall be granted access to individually identifiable information unless the individual or legal guardian has first given consent using a form approved by District that complies with applicable State and Federal law, including the Family Educational Rights and Privacy Act ("FERPA"), and any implementing regulations. District shall reasonably assist University in obtaining consent in appropriate circumstances;
 - In the absence of consent, University students shall use de-identified information only in any discussions about the classroom experience with University, its employees, or agents;

III. Structure of the Internship Credential Program

The structure of the Internship Credential Program is detailed in the attached Exhibit A and meets the requirements of participation in the California State approved Internship Program.

IV. Length of Agreement Term

This agreement shall become effective upon execution and shall continue for three calendar years. Either party may terminate this agreement by giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by Agency shall not be effective against any Intern(s) who at the date of mailing of said notice by Agency was participating in said program until such Intern has completed the program as mutually agreed upon provided such Intern is performing satisfactorily. If either party wishes to terminate due to non-performance or failure to meet expectations, the party requesting termination shall consult with the other party to seek resolution prior to termination.

It is the responsibility of all parties to review the agreement annually to ensure that the agreement terms are current. Any changes to this agreement must be in writing via amendment and executed by all parties.

Notices

All notices and correspondence herein provided to be given, or which may be given by either party to the other, shall be sent to the following:

Agency Name: Sacramento City Unified School District

Mailing Address: 5735 47th Avenue

City, State Zip: Sacramento CA 95824

Attention To: Mary Hardin Young, Deputy Superintendent

To University: San Diego State University
5500 Campanile Dr.
San Diego, CA 92182-1616
Attention: Contract and Procurement Management and College of Education

The attached General Provisions and Exhibit A is incorporated by reference and made a part of this agreement.

This document reflects my understanding of the relationship.

AGENCY**SAN DIEGO STATE UNIVERSITY**

5500 Campanile Dr.
San Diego, CA 92182

Sacramento City Unified School District

Agency Name



Authorized Signature

Mary Hardin Young, Deputy Superintendent

Print Name

05/13/2026

Date

5735 47th Ave

Street Address

Sacrament CA, 95824

City

State

Zip

Email

916-643-7400

Phone

Fax

Department Chair or Designee Signature

Print Name

Date

Dean /Associate Dean Signature

Print Name

Date

Contract and Procurement Management Signature

Print Name

Date

General Provisions

Indemnification

1. University Indemnification Obligations. To the fullest extent allowable by law, University will defend, indemnify and hold harmless the Agency, its Board of Education members, officers, agents employees and directors (hereinafter "Indemnified Parties") from and against any claim, demand, loss or liability (hereinafter "Claim" or any nature or cause whatsoever, and whether actual or alleged, arising from or in any way connected with the performance of this Agreement, including but not limited to any Claim for personal injury, death, property damage, loss of profits, infringement upon intellectual property rights, failure to comply will all of the requirements contained in Education Code, section 45125.1 and/or disclosure of confidential information which might be obtained by University during performance of this Agreement; except where such Claim is caused by the sole negligence or willful misconduct of the Indemnified Parties. This indemnification obligation is not limited by, but is in addition to the insurance obligations contained in this Agreement.
2. District Indemnification Obligations. To the fullest extent allowable by law, Agency will defend, indemnify and hold harmless the University, its Board of Trustees, officers, agents employees and directors (hereinafter "Indemnified Parties") from and against any claim, demand, loss or liability (hereinafter "Claim" or any nature or cause whatsoever, and whether actual or alleged, to the extend arising from or in any way connected with the performance of this agreement, including but not limited to any Claim for personal injury, death, property damage, loss of profits, infringement upon intellectual property rights, failure to comply will all of the requirements contained in Education Code, section 45125.1 and/or disclosure of confidential information which might be obtained by Agency during performance of this Agreement; except where such Claim is caused by the negligence or willful misconduct of the Indemnified Parties. This indemnification obligation is not limited by, but is in addition to the insurance obligations contained in this Agreement.

Insurance

The Agency shall procure and maintain General Liability Insurance, comprehensive or commercial form with \$1,000,000.00 minimum limit for each Occurrence and minimum limit of \$2,000,000.00 General Aggregate, as mutually agreed upon for this placement.

The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.

The State of California has elected to be self-insured for its vehicle liability and Workers' Compensation and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.

The University shall provide professional, personal general liability, and educator's errors and omissions liability coverage for students enrolled in Nursing, Allied Health, Social Work, or Education credential programs performing community service or volunteer work for academic credit, through the Student Professional Liability Insurance Program (SPLIP). The coverage limits under this program are \$2,000,000.00 for each Loss and \$4,000,000.00 Aggregate, including Molestation and Abuse policies for all Covered Parties, and not per student. Any affiliate institution to whom the Named Insured is obligated by written agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

Status of Interns

Interns shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, Agency shall comply with any state or federal law applicable to Agency's performance under this Contract.

Assignments

Without written consent of the other party, this agreement is not assignable by the either party either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party's name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore, nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.

Confidentiality.

If University will have access to District student records, University agrees to also comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), and all requirements imposed by or pursuant to regulation of the Department of Education and the District (including but not limited to Administrative Regulation and Procedures No. 6525 and 6527) to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual District student data for the purpose of using said data to fulfill contractual obligations with the District. University recognizes and agrees that such access will be extended in reliance on representations made in this assurance, and that District shall have the right to enforcement of this assurance, or revocation of such access (including return of all physical forms of such data and destruction of all such electronic data) immediately upon evidence of noncompliance by University. This assurance is binding on University and its students and such persons as may be employed by University to assist in any phase of the performance contemplated under this Agreement.

Non-Discrimination and Equal Opportunity

The Parties agree that all University students receiving teaching experience pursuant to this Agreement shall be selected without discrimination on account of race, color, religion, national origin, ancestry, disability, marital status, gender, gender identity, sexual orientation, age or veteran status.

Exhibit A – Administrative Internship Agreement

INTERNSHIP CREDENTIAL PROGRAM
By and Between
SAN DIEGO STATE UNIVERSITY
AND
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Administrative Services Internship Credential

The purpose of the Internship Credential Programs is to increase the pool of fully qualified administrative services professionals available to school districts. Operation of the Internship Program will be directed by San Diego State University, Chair for the Department of Educational Leadership, Coordinators of various programs within the department, and district program managers and support providers. San Diego State University's Preliminary Administrative Credential Program is approved by the California Commission on Teacher Credentialing and meets all pre-conditions and standards set forth by the Commission. The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in administrative positions and shaping and evaluation of the internship assignments.

San Diego State University Responsibilities

1. The system of program evaluation and development includes representatives of the participating district, and representatives of persons who hold an administrative credential from the participating district. Because interns perform the duties of fully certificated holders of the Preliminary Services Administrative Credential, district supervisors and university supervisors collaborate in the development and evaluation of the intern's program. The ongoing evaluation and development system includes substantive involvement from the Department of Educational Leadership and the participating school district, including district administrators.
2. The University ensures that internship candidates have had prior experiences and personal qualifications to enable the candidates to perform at the level of responsibility required of an administrative intern. Because interns perform the duties of fully certificated holders of the Preliminary Administrative Services Credential (PASC) prior to the completion of the PASC preparation program, it is important that interns have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.
3. Program Faculty will develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have

Exhibit A – Administrative Internship Agreement support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new administrators hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor administrators. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

District Responsibilities

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district, or consortium, or State-certified non-public, nonsectarian, school. For this reason, interns must have a contract or other proof of employment before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a San Diego State University Supervisor and District Support Provider who provides general support for the administrative intern.

The District shall:

1. The participating school district works with the university to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, the school district will ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the university that the appropriate support for the intern is available in the district.
2. The participating school district works with the program sponsor to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, the school district will provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position. The school district will provide a qualified mentor to supervise the work of each intern, will allow accommodation in the work schedule of each intern to permit their participation in required SDSU EDL coursework.
3. The intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is an experienced administrator. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the district.

General Preconditions Established by State Law for Internship Programs

(a) Instructor Participation.

Each instructor who regularly teaches one or more courses relating to instructional methods in

Exhibit A – Administrative Internship Agreement

a program of professional preparation, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b).

(b) California Basic Educational Skills Test.

SDSU will ensure that applicants for program admission shall be required to take the California Basic Educational Skills Test. SDSU will use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252(f) and 44225(n).

(c) Certificate of Clearance.

SDSU will not allow an intern candidate to participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Reference: Education Code Section 44320(d)

(d) Bachelor's Degree Requirement.

Candidates admitted to SDSU's Administrative Services internship credential program must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.

(e) Prerequisite Degree and Credential.

SDSU will require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

(f) Supervision of Interns.

SDSU and the District will provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

(Reference: Education Code Section 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(g) Assignment and Authorization.

SDSU authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.) The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)

Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential

(h) Prerequisite Degree and Credential.

Exhibit A – Administrative Internship Agreement

SDSU will require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

(i) Experience Requirement.

SDSU Educational will ensure that each candidate who is admitted into an Internship Program has verified experience of a minimum of five years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(2).

(j) Non-Displacement of Certificated Employees.

The District affirms that it is experiencing a pressing need for administrators such that critical positions cannot be filled by available candidates who have completed requirements for the Preliminary Administrative Services Credential. The District will certify that interns do not displace certificated employees in participating districts.

(k) Justification of Internship Program.

During continuing accreditation, SDSU will explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

San Diego State University and Sacramento City Unified School District agree to all the conditions of this Internship Credential Program as outlined above, to be effective on _____, 2025. This Internship Credential Program is a general memorandum of understanding. As specific credential areas begin the Internship Partnership specific operating agreements will be established by Program Coordinators, Department Chairs, and District Program Managers and Administrators.

Exhibit A – Administrative Internship Agreement

EXHIBIT B**WAIVER, RELEASE OF LIABILITY, AND AGREEMENT (“Release”)**

I, the undersigned participant (“**I**”; “**my**”; or “**myself**”), in consideration for my participation in a practicum-based services program, professional training program, and/or a field internship (collectively, “**Program**”) at the Sacramento City Unified School District (“**District**”), on behalf of myself and my heirs, next of kin, assigns, and legal representatives (“**Releasing Parties**”), hereby agree to the following:

1) **Assumption of Risk:** I understand that participation in the Program involves potential risks, including but not limited to, physical injury, property damage, or other unforeseen harm. I understand that risks may arise from foreseeable or unforeseeable causes. On behalf of the Releasing Parties, I voluntarily assume all risks associated with my participation in the Program.

2) **Waiver and Release of Liability:** On behalf of the Releasing Parties, I hereby waive, release, and discharge the District, and the District’s Governing Board, agents, officers, employees, volunteers, contractors and representatives (“**Released Parties**”) from any and all claims, liabilities, damages, or causes of action (“**Claims**”) arising out of or related to my participation in the Program, except for claims that are solely caused by the gross negligence or willful misconduct of the Released Parties.

3) **Waiver of California Civil Code Section 1542:** I acknowledge that I have read and understand California Civil Code Section 1542 (“Section 1542”), which states:

A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release and that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.

On behalf of the Releasing Parties, I expressly waive any rights I may have under Section 1542 and acknowledge that this release is intended to include all Claims, known or unknown, arising out of my participation in the Program, except for Claims that are solely caused by the gross negligence or willful misconduct of the Released Parties.

4) **Representations and Agreement:**

a) **Student:** I represent that I am enrolled in a professional preparation program designed to prepare me to obtain a California Administrative Services Credential or a California Teaching Credential at San Diego State University (“**University**”); and have satisfactorily completed any University prerequisites and requirements to participate in the Program.

b) **Status:** I agree that I intend to be an intern at the District and am participating in the Program solely to receive academic credit from the University. I agree that I am not entitled to receive any compensation or personnel benefits from the District for services performed during the Program, and I have no expectation of receiving any compensation, personnel benefits, or future employment from the District because of my participation.

c) **Ownership:** I agree that I retain no right or interest in any material that I suggest to the District or prepare for or on behalf of the District; all of which shall belong to the District.

d) **Confidentiality:** I understand that I may receive or have access to non-public information and personally identifiable information (collectively, “**Information**”) during my participation in the Program, and I agree to maintain such Information in strict confidence during and after my participation in the Program.

e) **No Teaching:** I agree that the Program does not include any practical teaching experience in a classroom, and I shall not participate in any teaching in a classroom setting.

f) **Driver’s License and Insurance:** If I will operate any motor vehicle in connection with my participation in the Program including in traveling to or from any District facility, I represent: (i) I am a validly licensed driver that is legally authorized to operate a motor vehicle in the State of California, and my license has not been suspended, restricted or revoked; and (ii) I will maintain liability insurance on any vehicles I use in connection with my participation in the Program with a combined single limit of not less than \$2,000,000.

Exhibit A – Administrative Internship Agreement

g) Applicable Law and Policies: I agree to fully comply with (i) all applicable laws, regulations and orders and (ii) all District regulations and policies.

5) **Indemnification**: I agree to indemnify, defend, and hold harmless the Released Parties from any claims, losses, damages, liabilities, or expenses (including reasonable attorneys’ fees) arising out of (i) my participation in the Program, including but not limited to injury or damage caused to others or any property due to my actions or inactions; and (ii) any Releasing Party’s (including, without limit, my own) breach of this Agreement.

6) **Medical Authorization**: In the event of an emergency, on behalf of the Releasing Parties, I authorize the District and its representatives to secure medical treatment for me. I understand that I am responsible for any costs associated with such medical care.

7) **Binding Agreement**: On behalf of the Releasing Parties, I acknowledge and agree that this waiver is legally binding and shall be construed broadly to provide a release and waiver to the maximum extent permissible under applicable law. I further agree that if any portion of this document is found to be unenforceable, the remainder shall remain in full force and effect.

8) **Conflicts**: This Release shall be governed by and enforced in accordance with the laws of the State of California; and any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Los Angeles County, California. If any portion of this Release is void, invalid or unenforceable; such portion shall be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions hereof. The remaining portions shall continue in full force. The Released Parties shall be entitled to reasonable attorneys’ fees in any legal action involving this Release in which any such Released Party is the substantially prevailing party.

IF PARTICIPANT NAMED BELOW IS UNDER 18 YEARS OF AGE, THE PARENT(S) (OR GUARDIAN(S)) MUST SIGN ON BEHALF OF THE PARTICIPANT TO ALLOW PARTICIPANT TO PARTICIPATE IN THE PROGRAM. ANY PARENT OR GUARDIAN SIGNING THIS RELEASE HAS READ THIS RELEASE AND AGREES TO THE PROVISIONS STATED HEREIN.

I HAVE READ THIS WAIVER AND RELEASE OF LIABILITY, FULLY UNDERSTAND ITS TERMS, AND SIGN IT VOLUNTARILY WITH FULL KNOWLEDGE OF ITS SIGNIFICANCE.

Participant Signature: _____ **Date:** _____

Participant Name: _____

Parent/Guardian Signature (if Participant is under 18): _____

Parent/Guardian Name (if Participant is under 18): _____

Address: _____

Phone Number: _____ **Email:** _____

6/24/2024

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 Alliant Insurance Services, Inc. 560 Mission Street, 6th Floor San Francisco, CA 94105	CONTACT NAME:	
	PHONE (A/C, No, Ext): 415-403-1400	FAX (A/C, No):
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Lloyds of London	
INSURED The California State University (CSU) 401 Golden Shore, 5th Floor Long Beach, CA 90802	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

Daniel J. Howell

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The ACORD name
and logo are
registered marks of
ACORD

**Affiliation Agreement
between
Sacramento City Unified School
District
and
University of the Pacific**

This Affiliation Agreement ("Agreement") is entered into this 6 day of January, 2026

, by and between Sacramento City Unified School District ("Host") and the University of the Pacific ("University").

WHEREAS, University is a nonprofit institution of higher education that offers more than 80 undergraduate areas of study and more than 30 graduate and professional programs in 11 schools and colleges at campuses located in Stockton, Sacramento and San Francisco, California;

WHEREAS, as part of the University's educational mission, the University provides opportunities for its students to gain valuable experience in their respective field of study and gain valuable educational development by placing students directly in institutions, organizations, agencies and business in order for the students to gain valuable clinical experience;

WHEREAS, the University and Host believe it is for the mutual benefit of the parties, and especially the University students, that Host provide practical on-site opportunities to University students as set forth in Exhibit A attached hereto ("Program"); and

WHEREAS, the parties agree that the Program will be conducted in accordance with the terms and conditions set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual promises and covenants hereinafter set forth below, University and Host hereby agree as follows:

1. Program Description. The Program is further described in Exhibit A attached hereto and by this reference incorporated herein. During the Term (as defined below in Section 9), the Parties may make changes to the Program by amending the existing Exhibit A or adding additional exhibits under Exhibit A which additional exhibits would be numbered consecutively as Exhibit A-1, Exhibit A-2, etc. For purposes of this Agreement, the term "**Student**" means any University student placed with Host under the Program. Except as expressly provided in this Agreement or in any subsequent amendment hereto including exhibits, no monetary obligation on the part of University or the Host to the other party is hereby created; consideration for this Agreement is furnished by the mutual benefits and promises of the parties.

2. University Responsibilities and Understandings

(a) The Program is a program of University, and not of the Host.

(b) University shall be responsible for the academic content of the Program and shall provide necessary instruction and academic supervision and award academic credit. University shall be responsible for clear and specific objectives and planned learning activities and for the development of manuals and appropriate evaluation instruments for student learning.

(c) University shall comply with applicable accrediting agencies' standards and guidelines.

(d) University shall have the right to designate the students who will participate in the Program subject to the following limitations:

- (i) Each Student must be enrolled at University and have the requisite academic background, as determined by University in its reasonable discretion, for participation; and
- (ii) Host and University shall agree on the number of Students who may be allowed to participate at one time.

(e) University shall be responsible for keeping all attendance and academic records of the Students. University may delegate to Host and its personnel the Student evaluation activities where appropriate and, as long as, University's primary responsibility for this function is not compromised.

(f) University shall notify Host of proposed Students, including the name of the Student, level of academic preparation, and length and dates of proposed participation in the Program. University shall ensure each Student conforms to the health examination/immunization and background check requirements for the Program.

(g) If applicable, University shall provide Students training in HIPAA regulations and OSHA's universal precautions.

3. Host Responsibilities and Understandings

(a) Host shall provide appropriate facilities for the aspects of the Program conducted at Host's premises under this Agreement. The facilities designated by Host shall not endanger the health, safety or welfare of the Students.

(b) Host shall provide any required safety training to Students.

(c) Host shall be responsible for ensuring all its employees comply with all laws, rules, and regulations with regard to their conduct and interaction with Students.

(d) Host shall appoint a site supervisor for each Student. The site supervisor must have a valid credential or license for the area he/she is supervising and be an employee of Host, in order to serve as the Student's supervisor. When applicable, the site supervisor must practice in the specialty he/she is supervising.

(e) Host shall ensure that Students are familiar with all applicable rules, regulations, and policies of Host to which Students are expected to adhere during the Program and while on Host premises (including, without limitation, applicable health and safety training in accordance with prevailing federal and state laws).

(f) Consistent with the availability of resources for Host's employed staff, Students shall be provided adequate supplies and materials to carry out the Student functions of the Program.

(g) University personnel shall be permitted to participate in the instruction of Students on Host premises as necessary to effectively implement the Program except when, in the reasonable opinion of the Host, such participation interferes with the Host's operations.

(h) Host shall permit University to visit Host's premises, to consult with Host personnel involved in the Program, and to evaluate Student progress while they are on Host premises; provided, however, that such visits shall be subject to reasonable rules and policies of Host.

(i) In the event of a medical emergency involving a Student while the Student is on Host premises, Host shall respond according to the same procedure it would follow if one of its employees experienced the same emergency.

(j) Students shall perform services as part of their participation in the Program only when under the supervision of authorized, licensed or certified Host personnel. Host understands and agrees that Students are trainees participating in educational activities. Unless otherwise indicated in Exhibit A, Students shall not be considered employees or contractors of the Host while participating in the Program, and shall not be used to replace Host personnel.

4. Joint Responsibilities of University and Host

(a) The parties shall coordinate the planning, scheduling, requirements, and evaluations of Students who participate in the Program as more fully described in Exhibit A. Schedules and Student assignments shall be developed to enhance the goals, objectives and missions of both Host and University. University's final examination and vacation schedules will be honored by Host.

(b) Each party shall perform independent and joint reviews to determine the effectiveness of the Program.

(c) Each party may enter into similar agreements with other institutions at any time.

(d) Each party to this Agreement will immediately notify the other in the event it becomes aware of violations of the other party's rules, regulations, policies or procedures by the Student and/or any negligent or intentional conduct when the conduct of the Student jeopardizes the health and/or safety of Host's students or staff. The parties agree to cooperate in the investigation of any such conduct.

5. Confidentiality and the Family Educational Rights and Privacy Act.

(a) The parties agree to comply with the applicable requirements of state of California and federal privacy laws, including the Family and Educational Rights and Privacy Act ("FERPA") and its implementing regulations. The parties acknowledge that student educational records are protected by FERPA and that student permission generally must be obtained before releasing specific student data to anyone other than the student's school. Each party agrees to cooperate with the other party regarding compliance with FERPA with respect to records pertaining to Students. Each party certifies that access to such records is necessary for the performance by each party under this Agreement, and agrees that each party shall be subject to, and shall comply with, the same conditions and restrictions on the use and re-disclosure of such records pursuant to applicable law.

(b) If Students are paid by Host, records maintained by Host of Students may also constitute employment records protected from disclosure absent consent under applicable state and federal laws and regulations

6. Insurance.

The student is a participant in an educational program, and for purposes of this Agreement, shall not be considered an employee of either Host or University and neither party shall have responsibility for payment of workers' compensation benefits to the student.

Host agrees to make available, whenever possible, emergency health care for the assigned student in case of accident or illness while on Host premises. Any student receiving such emergency services shall be financially responsible for the charges. The student shall otherwise be responsible to procure and maintain his or her own health care coverage.

(a) The University agrees to maintain the following insurance coverages at its own cost and expense:

- (i) Commercial General Liability Insurance in the amount of one million dollars (\$1,000,000) per occurrence and Two million dollars (\$2,000,000) in the aggregate.
- (ii) Medical Malpractice Insurance in the amount of one million dollars (\$1,000,000) per claim and three million dollars (\$3,000,000) in the aggregate.
- (iii) The University shall continue to maintain such insurance in full force and effect during the term of this agreement.

(b) The Host agrees to maintain the following insurance coverages at its own cost and expense:

- (i) Commercial General Liability Insurance in the amount of one million dollars (\$1,000,000) per occurrence and Two million dollars (\$2,000,000) in the aggregate.
- (ii) Medical Malpractice Insurance in the amount of one million dollars (\$1,000,000) per claim and three million dollars (\$3,000,000) in the aggregate.
- (iii) The Host shall continue to maintain such insurance in full force and effect during the term of this agreement.

7. Indemnification. Each party agrees to defend, indemnify and hold one another, their respective regents, officers, directors, employees, students and agents harmless from and against all third party claims for injury or damages, liability, loss, expense (including reasonable attorney's fees and costs) ("Loss"), arising out of the performance of its obligations under this Agreement, but only in proportion to and to the extent the Loss is caused by or results from the negligence or intentional acts or omissions of the indemnifying party. The indemnities provided under this Section 7 shall not be limited by reason of any insurance coverage required under this Agreement and shall survive termination of this Agreement.

8. Relationship of the Parties and Students. Each party is and shall be an independent contractor of the other party. Neither party nor its employees or subcontractors shall be deemed to be employees or agents of the other party as a result of this Agreement. Neither party's employees and subcontractors will be entitled to any benefits made available to the other party's employees. Nothing in this Agreement is intended to establish a partnership, joint venture, or

agency relationship between the parties, and neither party nor its employees or subcontractors are authorized to bind the other party or make any representations on its behalf in any matter.

9. Term and Termination. The term of this Agreement shall commence on the Effective Date and shall continue until January 6th, 2031. This Agreement may be terminated at any time without cause by either party, upon giving the other party sixty (60) days written notice; provided, however, that any such termination shall not be effective as to any Student who as of the date of mailing of notice by the terminating party is participating in the Program until the Student has completed his/her participation in the Program for the then current academic term (semester or year), unless otherwise agreed by the parties in writing. Host agrees to return any University property to University within thirty (30) days of the early termination or expiration of the Agreement, or such other timeframe as agreed upon by the parties in writing.

10. Compliance with Laws; Accreditation, Licensing and Credentials. Each party shall be separately responsible for compliance with all laws, rules and regulations which may be applicable to its respective activities under this Agreement. Each party shall be separately responsible for accreditation, licensing, and credentialing of its own entities and employees, as applicable, and each party agrees to furnish to the other party with evidence of such accreditation, licensing, and credentials upon request by the other party. Host further agrees to cooperate with University with respect to its accreditation requirements and will gather data related to Students' participation in a Student Placement under this Agreement.

11. Nondiscrimination. Both parties shall fully adhere to all applicable local, state and federal law, including equal employment opportunity and including but not limited to compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the American with Disabilities Act of 1990. The University is committed to equal opportunity for all persons in all facets of the University's operations and is an Equal Opportunity/Affirmative Action employer. The University will provide all applicants for admissions, employment, and all University employees with equal opportunity without regard to race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans or any other applicable protected category, or participation in any protected activity. The University ensures non-discriminatory practices in all matters relating to its education programs and activities and extends the same non-discriminatory practices to recruiting, hiring, training, compensation, benefits, promotions, demotions, transfers, and all other terms and conditions of employment.

Host is notified it may be subject to the provisions of 41 CFR Section 60- 300.5(a); 41 CFR Section 60-741.5(a); 41 CFR Section 60-1.4(a) and (c); 41 CFR Section 60-1.7(a); 48 CFR Section 52.222-54(d); and 29 CFR Part 471, Appendix A to Subpart A with respect to affirmative action and posting requirements. If applicable, this contractor and subcontractor shall abide by the requirements of 41 CFR 60- 300.5(a). This regulation prohibits discrimination against qualified protected veterans and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans. If applicable, Host shall abide by the requirements of 41 CFR 60-741.5(a). This regulation prohibits discrimination against qualified protected veterans and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans.

12. Cooperation in Disposition of Claims. The parties agree to cooperate with each other in the timely investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of this Agreement. The parties shall notify one another as soon as possible of any adverse event that may result in liability to the other party. It is the intention of the parties to fully cooperate in the disposition of all such audits, actions or claims. Such cooperation may include, but is not limited to, timely notice, joint investigation, and making witnesses available.

13. Student Discipline or Reassignment. Students' discipline shall be the sole responsibility of University, however Host or University may terminate the participation of any Student, who, at the determination of Host or University does not comply with the Program requirements or applicable rules or regulations of Host, University, or state of California or federal laws or regulations. If Host reasonably determines that a Student is not performing satisfactorily for reasons including, but not limited to, tardiness or absenteeism, failure to follow instructions, or failure to follow rules or policies, Host agrees to contact the University Program Contact (as designated in Exhibit A) to either counsel or reassign the Student.

14. Miscellaneous Provisions.

(a) **Dispute Resolution.** In the event of any dispute, controversy, claim or disagreement arising out of or related to this Agreement, or the acts or omissions of the parties with respect to this Agreement (each, a "**Dispute**"), the parties shall, as soon as reasonably practicable after one party gives written notice of a Dispute to the other party ("**Dispute Notice**"), meet and confer in good faith regarding such Dispute at such time and place as mutually agreed upon by the parties. If any Dispute is not resolved to the mutual satisfaction of the parties within ten (10) business days after delivery of the Dispute Notice (or such other period as may be mutually agreed upon by the parties in writing), the parties shall settle such Dispute as otherwise set forth in this Section. In the event a Dispute is not resolved by the meet and confer provisions under this Section above, the parties may choose any other available legal means to settle the Dispute. Each party agrees that a violation or threatened violation of this Agreement may cause irreparable injury to the other party, entitling the other party to seek injunctive relief in addition to all legal remedies.

(b) **Legal Fees and Costs.** The prevailing party is entitled to recover the cost of enforcing the understanding and agreements as reflected herein, including, without limitation, any attorneys' fees and costs incurred.

(c) **Notices.** All notices or other communications given hereunder shall be in writing and shall be deemed to have been duly given (1) on the date delivered if delivered by personal delivery or by overnight delivery service (such as FedEx); (2) on the third (3rd) business day after mailing by U.S. registered or certified mail, first class, postage prepaid; or (3) on the date transmitted by facsimile with confirmation of successful transmission. Any notices or other communications given hereunder shall be addressed as follows, provided that either party may specify a different address by written notice to the other party in accordance with this paragraph:

If to University: Notice to be provided to University :
Program Contact as designated in Exhibit A

Notice to be provided to:
Clinical Education Liaison
University of the Pacific
3200 5th Avenue

Sacramento, CA95817
Email: clinicaleducation@pacific.edu

Copy of Notice to be provided to:

General Counsel
University of the Pacific
3601 PacificAve.
Stockton, CA95211
Email: generalcounsel@pacific.edu
Mary Hardin-Young

It to Host:

Name: Deputy Super Intendent
Title:

Address: 5735 47th Ave Sacramento, Ca 95824
Email: Mary-HardinYoung@scusd.edu

(d) **Force Majeure.** Either party's obligations under this Agreement will be excused if and to the extent that any delay or failure to perform such obligations is due to fire or other casualty, product or material shortages, strikes or labor disputes, transportation delays, changes in business conditions (other than insignificant changes), acts of God, or other causes beyond the reasonable control of such party (each a "**Force Majeure Event**"). Notwithstanding the Force Majeure Event, each party shall make a good faith effort to resume performance as soon as the excusable delay is mitigated.

(e) **Governing Law.** This Agreement, and any dispute between the parties arising out of or related to this Agreement, shall be governed by and construed in accordance with the laws of the State of California, excluding its conflict of laws rules. Any and all legal action that is initiated to enforce any provision of this Agreement or arising out of or related to this Agreement must be brought or filed in either the state or federal court located in Stockton, California.

(f) **Use of Names and Logos.** Each party agrees that it shall not use the other party's name, logo or insignia, or the name, logo or insignia of any school or division thereof, or otherwise identify the other party or any of its schools or divisions in any form of publicity or disclosure without the prior written permission of the other party, which permission may be given or withheld in the other party's sole discretion.

(g) **No Assignment.** Neither party may voluntarily or by operation of law, assign or otherwise transfer any part of this Agreement without the prior written consent of the other party. Any purported assignment in violation of this Section shall be void.

(h) **Entire Agreement.** This Agreement is the entire agreement between the parties regarding its subject matter. No other agreements, oral or written, have been entered into with respect to the subject matter of this Agreement.

(i) **Modifications.** This Agreement may not be modified or amended except by an instrument in writing executed by duly authorized representatives of the parties.

(j) **Severability of Terms.** If any provision of this Agreement is held invalid, illegal, or

unenforceable, the validity, legality, and enforceability of the remaining provisions will not in any way be affected or impaired thereby, unless the effect of such severance would be to alter

substantially this Agreement or the obligations of the parties, in which case this Agreement may be immediately terminated by either party upon thirty (30) days’ prior written notice, or as otherwise allowed by the termination provisions of this Agreement.

(k) **Counterparts.** This Agreement may be executed in several counterparts, each of which so executed shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers or delegates, as of the Effective Date.

UNIVERSITY OF THE PACIFIC

By: _____
Name: _____
Title: _____
Date: _____
Phone: _____

HOST Sacramento City Unified School District

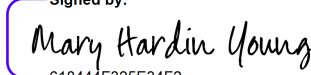
Signed by:
By: 
618444F325E34F2...
Name: Mary Hardin Young
Title: Deputy Superintendent
Date: 05/13/2026
Phone: 916-643-9191

Exhibit A- Program Description - Entry Level Master of Science in Nursing (ELMSN)	
Agreement Effective Date: January 6, 2026	Term: <i>[Select or Insert Date below]</i> Evergreen ☐ OR Termination Date: January 6, 2031
Legal Entity Name:	University of the Pacific
School Name:	School of Health Sciences
Full Program Name:	Entry Level Master of Science in Nursing (ELMSN)
Program Address:	3200 5th Ave., Sacramento, CA 95817
Program URL:	ELMSN
Primary Program Contact:	Nassrine Nouredine Ed.D., MSN, RN Nursing Department Chair / ELMSN Program Director
Email:	Nnouredine@pacific.edu
Phone:	(916) 325-4601

Program Information	
Program Description/Overview	Student Evaluation Method(s):
The Entry-Level Master of Science in Nursing (ELMSN) program is a full-time, two-year program designed for students with a bachelor's degree in a non-nursing field. Based at the Sacramento campus, it prepares graduates for RN licensure, a Public Health Certificate, and an MSN degree, with clinical training in the Stockton and Sacramento regions to meet Board of Registered Nursing (BRN) requirements. Students gain BSN-level competencies alongside MSN-level coursework in Advanced Pharmacology, Health Assessment, Pathophysiology, Quality Improvement, Evidence-Based Practice, Informatics, Population Health, Leadership, and Nursing Education. A Clinical Improvement MSN Project further develops their ability to enhance patient outcomes. The curriculum aligns with the latest AACN Essentials (2021), equipping graduates for professional nursing practice and leadership.	Students are required to complete over 850 clinical hours to meet program learning outcomes. They will be supervised by clinical faculty in groups of 8–10, in accordance with clinical agency guidelines. Clinical shifts will range from 8 to 12 hours, as directed by clinical partners. The Clinical Coordinator will work with clinical placement platforms and agency education liaisons to schedule clinical days and shifts. Clinical faculty will assess and evaluate students to ensure they meet course competencies. Students will be concurrently enrolled in didactic theory courses and will also participate in simulated learning activities to enhance clinical skills, critical thinking, and clinical judgment.
Additional Host Responsibilities	
The host will provide an orientation training for clinical faculty before the clinical rotation begins, as well as training and access to the electronic medical record and medication system for students to document and provide care. Additionally, the host will ensure opportunities for students to meet the CA BRN regulation 1427.c when delivering quality patient care. These opportunities include: CCR 1427(c) Each such program/facility shall maintain written agreements with such facilities and such agreements shall include the following: 1. Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; 2. Provision for orientation of faculty and students; 3. A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; 4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients; 5. Provisions for continuing communication between the facility and the program; and rev 4.4.23 6. A description of the responsibilities of faculty assigned to the facility utilized by the program.	
Additional University Responsibilities	
1. Additional University Responsibilities: The University of Pacific will assure all clinical students meet the host institution's requirements prior to clinical placement. These include student's compliance with CDC, immunizations (MMR, flu, Hep B, TB, DT, toxicology, CPR, and HIPPA and OSHA Certificates. Other requirements required by the Host	

to meet the requirements of registered nurses for the institution. The University will provide proof of liability insurance. The University of Pacific will assure all clinical faculty are qualified in the clinical specialty and oriented to the policies and procedures for the program.	
Additional Program Requirements	
All students must have proof of current health insurance.	
Additional Student Qualifications	
Completion of all pre-nursing prerequisites and students are required to have a GPA of 3.0 or higher while enrolled in the program.	
Are program graduates eligible to sit for a state license, certification, or other credentialing examination?	Yes ☒ No ☐
If yes above, what is the name of the credentialing examination?	NCLEX
Full Credential Name	
Credentialing Issuing Agency and State:	Board of Registered Nursing
Program Accreditation:	Commission on Collegiate Nursing Education (CCNE)

☐ If this item is checked, the student(s) will be considered paid employees of Host and terms and conditions attached to this Exhibit A as Attachment 1 shall apply to this Agreement and be binding on the parties.

Exhibit A- Program Description - Master of Science in Speech-Language Pathology	
Agreement Effective Date: January 6, 2026	Term: [Select or Insert Date below] Evergreen ☐ OR Termination Date: January 6, 2031
Legal Entity Name:	University of the Pacific
School Name:	School of Health Sciences
Full Program Name:	Speech-Language Pathology Address: 3601 Pacific Ave., Stockton, CA 95211
Program URL:	SLP
Primary Program Contact:	Karissa Pina, M.A., CCC-SLP - Clinical Education Director, Department of Speech-Language Pathology
Email:	kpina@pacific.edu
Phone:	209-932-3576

Program Information	
Program Description/Overview	Student Evaluation Method(s):
The Master of Science in Speech-Language Pathology program is a full-time, pre-professional program with a cohort-based plan of study, accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Students are required to enroll full-time and must advance through a pre-determined curriculum in sequence of speech-language pathology (SLP) courses with their cohort. Students are required to successfully pass each SLP course in a given semester in order to advance to the subsequent semester with their cohort and progress in the program. Students who do not pass an SLP course, or who withdraw from an SLP course, will not be able to progress with their cohort in the program. Students may be able to rejoin the program at a later date if allowed by program policy and approved by the program chair/director. All students must successfully complete clinical practicum requirements as an inherent part of the program. To earn a Master of Science degree in Speech-Language Pathology, each student must demonstrate clinical competence as well as academic success.	Clinical supervisors are responsible for completing two evaluations (mid-rotation and summative), covering clinical knowledge and professionalism. The supervisor, or his/her/their designee, must observe and assess the student performing clinical functions, including documentation, on a regular basis and provide constructive verbal feedback to the student periodically over the course of the rotation. Mid-rotation and summative evaluations are completed electronically and should include supervisor-student feedback. Categories for evaluation use descriptive words regarding performance level; however, grade calculations use an applied Likert-scale. Evaluation will be based on the ASHA standards for clinical certification.
Additional Host Responsibilities	
- Host shall participate with Pacific in planning the Program, including those experiences required to complete the electronic evaluation for each student and provide data as needed by ASHA. For student clinicians, Host shall: - Assign an on-site mentor who possesses a valid speech services credential, speech-language pathology license, the ASHA Certificate of Clinical Competence (CCC); has completed supervision continuing education as required by ASHA and the CA licensing board, and at least 9 months of clinical experience as a licensed SLP. - Participate with Pacific in planning and implementing a comprehensive and coordinated program of support and mentoring for the student intern/extern, in conformance with the most current requirements established by ASHA and articulated by Pacific in the Internship/Externship Handbook	
Additional Student Qualifications:	
Pacific Students are only eligible to participate in the Program during a defined academic semester/term (Fall, Spring or Summer). For student clinicians, Pacific shall: - confirm that the Student meets all requirements and proficiencies of graduate level students in speech-language pathology. - assign a faculty liaison who will communicate on a regular basis with the student and serve as the university contact person for the on-site supervisor; - assign intern/extern supervision duties that adhere to the most current requirements established by ASHA and articulated by Pacific in this Exhibit A; and - participate with Host in planning and implementing a comprehensive and coordinated program of support and mentoring for the intern/extern, in conformance with the most current requirements established by ASHA and articulated by Pacific in this Exhibit A.	
Are program graduates eligible to sit for a state license, certification, or other credentialing examination?	Yes ☒ No ☐

If yes above, what is the name of the credentialing examination?	Speech-Language Pathology Praxis
Full Credential Name:	Certificate of Clinical Competence
Credentialing Issuing Agency and State:	American Speech-Language-Hearing Association
Program Accreditation:	American Speech-Language-Hearing Association, Commission on Academic Accreditation: The Master of Science in Speech-Language Pathology degree program at University of the Pacific is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

☐ If this item is checked, the student(s) will be considered paid employees of Host and terms and conditions attached to this Exhibit A as Attachment 1 shall apply to this Agreement and be binding on the parties.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1c

Meeting Date: June 4, 2026

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 June 4, 2026
2. Classified Personnel Transactions Dated June 4, 2026

Estimated Time of Presentation: N/A

Submitted by: Jake Hansen, Interim Director, Employee Relations

Approved by: Cancy McArn, Superintendent

Attachment 1: CERTIFICATED 6/4/2026

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY/REEMPLOY							
BATEMAN	JAMIE	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	5/11/2026	6/30/2026	EMPLOY PROB 5/11/26
HERR	EMILY	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	5/11/2026	6/30/2026	EMPLOY PROB 5/11/26
MURPHY	TRAVIS	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	5/18/2026	6/30/2026	EMPLOY PROB 5/18/26
WEAVER	MICHELLE	B	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	5/15/2026	6/30/2026	EMPLOY PROB 5/15/26
LEAVES							
BAUSKE	TAYLOR	A	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	5/18/2026	6/30/2026	LOA ADMIN (PD) 5/18/26
BROWN	REGINALD	A	Principal, High School	JOHN F. KENNEDY HIGH SCHOOL	5/18/2026	6/4/2026	LOA (PD) HE 5/18-6/4/26
CHRISTIANSEN	RORY	B	School Nurse	HEALTH SERVICES	5/20/2026	6/30/2026	LOA RTN (PD) FMLA/CFRA 5/20/26
EBSWORTH	JODY	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	5/13/2026	6/12/2026	LOA (UNPD) 5/13-6/12/26
FORBES	KRISTINA	C	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	5/23/2026	6/12/2026	LOA (PD) FMLA/CFRA 5/23-6/12/26
FORBES	KRISTINA	C	Teacher, Elementary	H.W. HARKNESS ELEMENTARY	6/13/2026	6/30/2026	LOA RTN (PD) FMLA/CFRA 6/13/26
HER	MAKAELIE	A	Teacher, Reading Intervention	CAMELLIA BASIC ELEMENTARY	5/28/2026	6/30/2026	LOA RTN (PD) 5/28/26
HUNG	MING HUI	A	Teacher, Spec Ed	JAMES W MARSHALL ELEMENTARY	6/12/2026	6/30/2026	LOA RTN (PD) FMLA/CFRA 6/12/26
HUYNH	BOUNTHIENE	C	Teacher, Child Development	EARLY LEARNING & CARE PROGRAMS	4/13/2026	5/14/2026	LOA (PD) 4/13/26-5/14/26
KEVIN	TERRY	C	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	4/20/2026	5/25/2026	LOA (PD) 4/20-5/25/26
KEVIN	TERRY	C	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	5/26/2026	6/12/2026	LOA RTN (PD) 5/26/26
LECLAIRE	NICHOLAS	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	5/21/2026	5/26/2026	LOA (PD) FMLA/CFRA 5/21-5/26/26
LECLAIRE	NICHOLAS	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	5/4/2026	5/20/2026	LOA (PD) FMLA/CFRA 5/4-5/20/26
MAZE	ROCHELLE	A	Teacher, Elementary	WASHINGTON ELEMENTARY SCHOOL	5/18/2026	6/30/2026	LOA (PD) 5/18-7/16/26
NONATO FRANCO	LINDA	A	Teacher, Elementary (TK)	NEW JOSEPH BONNHEIM	6/14/2026	6/30/2026	LOA RTN (PD) FMLA/CFRA 6/14/26
PATE	KYLE	B	Teacher, Resource, Special Ed.	LUTHER BURBANK HIGH SCHOOL	5/20/2026	6/30/2026	LOA ADMIN (PD) 5/20/26
PETERS	JENNIFER	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	3/30/2026	5/13/2026	LOA (PD) 3/30-5/13/26
PETERS	JENNIFER	A	Teacher, Middle School	MIWOK MIDDLE SCHOOL	5/14/2026	6/30/2026	LOA RTN (PD) 5/14/26
ROSE	NANCI	A	Dir II, Human Resources Srvs	HUMAN RESOURCE SERVICES	5/11/2026	6/29/2026	LOA (PD) FMLA/CFRA 5/11/26-6/29/26
RUPERT	JEANINE	A	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	4/2/2026	6/12/2026	LOA EXT (PD) 4/2-6/12/26
RUPERT	JEANINE	A	Teacher, Elementary	ISADOR COHEN ELEMENTARY SCHOOL	6/13/2026	6/30/2026	LOA RTN (PD) 6/13/26
RYAN	ERIN	A	School Social Worker	STUDENT SUPPORT&HEALTH SRVCS	3/29/2026	6/30/2026	LOA AMEND EXT (PD) 3/29/26-6/30/26
SAGAR	PRASHIKA	A	Teacher, High School	C. K. McCLATCHY HIGH SCHOOL	4/27/2026	6/11/2026	LOA (PD) FMLA/CFRA 4/27-6/11/26
STIDGER	CHLOE	A	Teacher, Spec Ed	JOHN F. KENNEDY HIGH SCHOOL	5/18/2026	6/30/2026	LOA ADMIN (PD) 5/18/26
VALERIANO	RUBY	A	School Nurse	HEALTH SERVICES	5/5/2026	6/14/2026	LOA (UNPD) FMLA/CFRA 5/5/26-6/14/26
VALERIANO	RUBY	A	School Nurse	HEALTH SERVICES	6/15/2026	6/30/2026	LOA RTN (UNPD) FMLA/CFRA 6/15/26
WHITTLE	AMY	A	Teacher, Elementary	CALEB GREENWOOD ELEMENTARY	5/19/2026	6/22/2026	LOA EXT (PD) 5/19-6/22/26
WOODWARD	WHITNEY	B	Teacher, Elementary	WOODBINE ELEMENTARY SCHOOL	6/12/2026	6/30/2026	LOA RTN (PD) 6/12/26
REASIGN/STCHG							
EARLY	KYLEE	C	Teacher, K-8	JOHN H. STILL - K-8	4/27/2026	6/30/2026	STCHG 4/27/26
HOERL	PAUL	B	Principal, Elementary School	HUBERT H BANCROFT ELEMENTARY	7/1/2026	6/30/2027	REA/STCHG 7/1/26
LOFING	KARI	B	Principal, Elementary School	SUTTERVILLE ELEMENTARY SCHOOL	7/1/2026	6/30/2027	REA/STCHG 7/1/26
STARK	SARAH	A	School Psychologist	SPECIAL EDUCATION DEPARTMENT	7/1/2026	6/30/2027	STCHG 7/1/26
SEPARATE / RESIGN / RETIRE							
ARATA	KRISTA	A	Admin, Teaching and Learning	SPECIAL EDUCATION DEPARTMENT	8/11/2025	6/30/2026	SEP/RESIGN 6/30/26
BATEMAN	JAMIE	A	Coordinator I, Mental Health	STUDENT SUPPORT&HEALTH SRVCS	7/1/2025	5/10/2026	SEP/RESIGN 5/10/26
BRIDGEWATER	BELINDA	B	Principal, Elementary School	ISADOR COHEN ELEMENTARY SCHOOL	7/1/2026	7/31/2026	SEP/RETIRE 7/31/26
CARRILLO	LORENA	A	Principal, Elementary School	HUBERT H BANCROFT ELEMENTARY	7/1/2026	7/31/2026	SEP/RETIRE 7/31/26
FERRAZ	LUIZ-FELIPE	A	Teacher, K-8	ALICE BIRNEY WALDORF - K-8	7/1/2026	9/1/2026	SEP/RETIRE 9/1/26
GUTIERREZ	GLORIA	A	Teacher, Elementary	WOODBINE ELEMENTARY SCHOOL	7/1/2026	7/17/2026	SEP/RESIGN 7/17/26
HERNANDEZ-SMITH	AMY	A	Teacher, Elementary	GOLDEN EMPIRE ELEMENTARY	7/1/2026	7/1/2026	SEP/RETIRE 7/1/26
HERR	EMILY	B	Specialist II Mental Hlth Spec	STUDENT SUPPORT&HEALTH SRVCS	7/1/2025	5/10/2026	SEP/RESIGN 5/10/26
KONOPLISKY	MIRANDA	B	Teacher, High School	LUTHER BURBANK HIGH SCHOOL	8/12/2025	6/30/2026	SEP/RESIGN 6/30/26
ODEKIRK	RAE	A	Lanq. Speech & Hearing Specist	SPECIAL EDUCATION DEPARTMENT	7/1/2026	8/1/2026	AMEND SEP/RETIRE 8/1/26
PEARSON	BETHANY	B	Assistant Principal, High Sch	JOHN F. KENNEDY HIGH SCHOOL	2/17/2026	6/30/2026	SEP/TERM 6/30/26
SANCHEZ NARANJO	GISSELLE	B	Health Aide	HEALTH SERVICES	8/18/2025	5/7/2026	SEP/RESIGN 5/7/26
WEAVER	MICHELLE	A	Specialist II Mental Hlth Spec	STUDENT SUPPORT&HEALTH SRVCS	7/1/2025	5/14/2026	SEP/RESIGN 5/14/26

[illegible]



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1d

Meeting Date: June 4, 2026

Subject: Approve Staff Recommendation for Expulsion #14 of the 2025-26 school year

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

Division: Deputy Superintendent's Office; Student Hearing and Placement Department

Recommendation: Approve Staff Recommendation for Expulsion 14 of the 2025-26 school year

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready Students

Documents Attached: N/A

Estimated Time of Presentation: N/A

Submitted by: David Van Natten, Director, Student Hearing and Placement

Approved by: Cancy McArn, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1e

Meeting Date: June 4, 2026

Subject: Approve Candidate of School & Community College District
Representative for the Sacramento County Treasury Oversight
Committee

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

Department: Board Office

Recommendation: Approve candidate as School and Community College District representative for the Sacramento County Treasury Oversight Committee.

Background/Rationale: The Board was invited to nominate a person for election as the Community College/School Districts Representative to the Sacramento County Treasury Oversight Committee ("SCTOC"). Government Code 27131 permits the County Board of Supervisors in each county or city to establish a county treasury oversight committee, if the county or city is investing surplus funds. The District's funds are among those of other agencies invested by the county treasury which triggers the District's authorization to nominate someone to serve on the oversight committee. The term is three years. The District does not have to nominate a representative. If they do, representatives must meet certain eligibility criteria. The Superintendent has recommended Chris Ralston as a candidate for consideration and approval by the Board.

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent



COUNTY OF SACRAMENTO
TREASURY OVERSIGHT COMMITTEE
SCHOOL AND COMMUNITY COLLEGE DISTRICT
REPRESENTATIVE ELECTION
2026 BALLOT

Below are the candidates nominated for the School and Community College District Representative of the Sacramento County Treasury Oversight Committee. In accordance with Government Code section 27132(f), and as outlined in the March 6, 2026, letter sent to School and Community College District Pooled Investment Fund Participant Board Chairs, please cast your district's vote for the School and Community College District Representative by marking the box next to a candidate listed below. Candidate statements are enclosed to assist your governing body in the selection process.

- ☐ Sean Martin
Folsom Cordova Unified School District
- ☒ Chris Ralston
Sacramento City Unified School District

Return this ballot in the enclosed self-addressed envelope to:

**Investment Division
Department of Finance
County of Sacramento
PO Box 1703
Sacramento, CA 95814**

*Ballots must be received at the Department of Finance no later than **June 15, 2026**.*

If you have any questions regarding the election process, please contact Dave Matuskey at the Department of Finance at (916) 874-4251.

I am seeking to continue serving as the School and Community College District Representative on the Sacramento County Treasury Oversight Committee.

Serving on the committee has strengthened my understanding of county investment policy, portfolio management, and fiscal oversight, and I have applied that knowledge to support sound financial stewardship and transparency for the communities we serve.

I bring over 30 years of financial leadership experience, including more than a decade in financial institutions and over 20 years as a Chief Business Official in public education. As Assistant Superintendent of Administrative Services for the Folsom Cordova Unified School District, I oversee a \$300 million general fund budget and a \$1 billion facilities program, along with fiscal services, payroll, risk management, transportation, food services, technology, facilities, maintenance and operations, and personnel services. Our system supports more than 3,000 employees and 22,500 students.

I also serve as an executive board member with Schools Insurance Authority and previously served as a school board member and Board President. These roles strengthen my perspective on governance, accountability, and risk management.

I remain focused on fiscal stewardship, clear communication, and alignment with best practices in public fund management. I am committed to continuing to contribute in a way that supports stability, transparency, and long term financial health for Sacramento County.

I would value the opportunity to continue serving in this role.

Sean Martin

Christopher Ralston is a results-oriented school district operations leader with over 20 years of experience managing large-scale budgets and multi-departmental operations within public education. As Assistant Superintendent of Facilities Support Services at Sacramento City Unified School District, Christopher has directed a \$1.2 billion facilities construction program and managed a \$200+ million annual capital expenditure portfolio, demonstrating the depth of practical public finance experience this committee requires.

Christopher's career reflects a consistent record of fiscal stewardship and operational excellence across complex public agency environments. His work at Sacramento City Unified has required close coordination across departments, regulatory bodies, and community stakeholders — experience that directly translates to the collaborative and transparent governance expected of a Treasury Oversight Committee member. He understands that public funds demand not only careful management, but clear accountability to the communities they serve.

In previous public sector management roles, Christopher further developed his expertise in budgeting, accounting, and fiscal accountability across large public agency operations. His background spans capital planning, procurement, contract administration, and long-range financial forecasting — giving him a comprehensive view of how responsible resource management supports student outcomes and institutional sustainability. He has navigated the unique financial and regulatory landscape of California public education, including compliance with state and local bond requirements, audit processes, and transparency mandates.

Christopher is also deeply committed to the mission of public education. He recognizes that sound financial oversight is not an end in itself, but a foundation for delivering equitable, high-quality educational environments for students across Sacramento County. This perspective ensures that his contributions to the committee will always be grounded in both technical rigor and a genuine sense of public purpose.

Complemented by a Bachelor of Science in Business Administration and a USC Rossier School of Education School Business Management Certificate, Christopher brings both the academic grounding and hands-on public finance experience to serve effectively as the School and Community College Districts Representative on the Sacramento County Treasury Oversight Committee. His qualifications, professional track record, and commitment to fiscal integrity make him exceptionally well suited to help guide the responsible investment and oversight of public funds on behalf of the school and community college districts of Sacramento County.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1f

Meeting Date: June 4, 2026

Subject: Approve Resolution No. 3590: 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. 3590: 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. 3590: Resolution Regarding Board Stipends

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent

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

RESOLUTION NO. 3590

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 4th day of June, 2026, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

Cancy McArn
Secretary of the Board of Education

Tara Jeane
President of the Board of Education

ATTACHMENT A

RESOLUTION NO. 3590

1. Absence Due to Other Duties: Stipends are authorized to the following Board member(s) due to hardship:
 - a. Board member Taylor Kayatta for the Regular Board meeting on June 18, 2026.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1g

Meeting Date: June 4, 2026

Subject: Approve Minutes for the April 16, 2026 Regular Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes for the April 16, 2026, Regular Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the April 16, 2026, Regular Board of Education Meeting

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, April 16, 2026

4:45 p.m. Closed Session

6:15 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2025/26-23

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 5:02 p.m.

Members Present:

President Jeane

Member Benjamin

Member Kayatta

Member Navarro

Member Rhodes

Member Singh

Member Ybarra

Student Member Kemper

Members Absent:

None

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

No public comment

3.0 CLOSED SESSION

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

- 3.1 Government Code 54956.9 - Conference with Legal Counsel:
 - a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (Three Potential Cases)
 - b) Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2025110751 & OAH Case No. 202510855)
- 3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)
- 3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint
- 3.4 Government Code 54957- Public Employee Appointment
 - (a) Approve- Principal, Sutterville Elementary
 - (b) Approve- Principal, Hollywood Park Elementary
- 3.5 Government Code section 54957—Public Employment, Evaluation, Appointment
Title: Interim Superintendent

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:28 p.m.

- 4.1 The Pledge of Allegiance
- 4.2 Broadcast Statement
- 4.3 Stellar Student introduced by Board Member Jose Navarro

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

There were 6 announcements out of closed session.

- The Board approved a settlement agreement related to OAH Case No. 2025120855 in the amount of \$51,000 by a vote of 6-1, with Member Singh abstaining.
- The Board approved a settlement agreement related to OAH Case No. 2025110751 in the amount of \$42,500 by a vote of 5-2, with Members Singh and Kayatta abstaining.
- The Board approved moving forward with the dismissal of a certificated employee by a vote of 7-0.
- The Board approved moving forward with the dismissal of a certificated employee by a vote of 7-0.

- *By a vote of 7-0, the Board approved the appointment of Kari Lofing as Principal, Sutterville Elementary School.*
- *By a vote of 7-0, the Board approved the appointment of Christina Smith as Principal, Hollywood Park Elementary School.*

6.0 AGENDA ADOPTION

Interim Superintendent McArn pulled agenda item 11.4, and shared that The MET calendar will be brought back at a future meeting. Member Kayatta asked to pull agenda item 10.5 from the agenda.

Member Jeane moved to adopt the agenda excluding agenda items 10.5 and 11.4 with a second from Member Ybarra.

The Board unanimously voted to adopt the agenda with the removal of 10.5 and 11.4.

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.

*Sahara Niaz Sharma
Itzel Soledad Martinez
Julie Arnoult
Dr. Sylvester White
Saralyn Bienvenue
Whitney Labamba
Jennifer Womack
Dami Rios
Andrew Joseph Alfuro Jr.
Alison Alexander
Amanda Chapman
Sarah Demshar
Bryana Insixiengmay
Heather Simoni
Valery Walsh
Linda Mar
David Wong
Cristina Jordan
Ann Quirk
Jialing Chen
Josy Miller
Cynthia Shallit*

Joseph Tannku
Dennis Kraser
LeAndrew Jamal Williams
Rodney Bryant
Mykel Gaybot
Tim Poalo
Marvell Wilson
Garrett Kirkland
Tim Cunningham
Eric Winter
Briana Osbourne

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
(Lisa Grant-Dawson)*

8.1b Approve Personnel Transactions (Jake Hansen)

8.1c Approve Minutes for the February 5, 2025, Regular Board of Education Meeting (Interim Superintendent Cancy McArn)

8.1d Approve Minutes for the February 12, 2025, Special Board of Education Meeting (Interim Superintendent Cancy McArn)

8.1e Approve Minutes for the February 19, 2025, Regular Board of Education Meeting (Interim Superintendent Cancy McArn)

8.1f Approve Minutes for the March 5, 2025, Regular Board of Education Meeting (Interim Superintendent Cancy McArn)

*8.1g Approve Miwok trip to Boston, MA May 20-25, 2026
(Mary Hardin Young & Lynne Tafoya)*

*8.1h Approve Resolution No. 3573: Resolution Regarding Board Stipends
(Interim Superintendent Cancy McArn)*

*8.1i Approve SETA Head Start Budget Modification for Head Start Basic
FY 2025-26 (Erin Findley)*

8.1j Approve SETA Head Start Budget Modification for Early Head Start Basic FY

2025-26 (Erin Findley)

8.1k Approve California Environmental Quality Act Notice of Exemption for Crocker-Riverside Playground, Field, and TK Expansion project (Ben Wangberg)

8.1l Approve Resolution No. 3575: Authorizing Delegation of Power to Contract (Lisa Grant-Dawson)

8.1m Approve Mandatory Reporting to the Sacramento County Office of Education – Uniform Complaints Regarding the Williams Settlement Processed for the Period Quarter 3 January 2026 – March 2026 (Nanci Rose)

8.1n Approve Election of School and Community College Districts Representative for the Sacramento County Treasury Oversight Committee (Board President Tara Jeane)

This is an action item.

Member Jeane pulled items 8.1a, and 8.1k. Member Kayatta moved to pull item 8.1h. This was followed by Member Kayatta moving to adopt the agenda with the exclusion of these three items with a second by Member Navarro. The Board voted 7-0 to adopt the consent agenda.

Public Comment:

Linda Mar

Bianca Vargas

Jennifer Lopez

Board Comment:

Regarding agenda item 8.1k, President Jeane asked that a community meeting be held next Tuesday to make sure that we can get everyone into the same room and on the same page with all the information, because she is hearing a lot of different stories. President Jeane wants to hear all of the information in one space. The meeting will take place next Tuesday, April 21st at 5:30 p.m. at Crocker Riverside.

President Jeane wanted to confirm what the Board has already decided on and what is being decided upon tonight in regard to agenda item 8.1k.

Member Kayatta requested clarification on the project's progression following upcoming community engagement. He noted that since the Board has not yet provided final direction, the option to pivot should remain available if community consensus opposes the artificial turf. Member Kayatta further inquired whether the remaining project elements, such as the play and shade structures, could proceed independently if the turf component is ultimately rejected. Member Kayatta noted they are prepared to vote to advance the current option, clarifying that a final decision has not yet been made.

Member Kayatta transitioned to Item 8.1A, requesting clarity on the district's required

liability insurance coverage levels. They specifically highlighted sexual abuse and molestation coverage, noting that high premium costs have recently forced other district contractors to terminate their services. Member Kayatta sought to ensure the certificates under review are accurate, prompting a clarifying question on whether the discussion pertained specifically to construction contracts.

President Jeane clarified that authorizing the filing allows for a more transparent public review and response process. This authorization ensures the project can move forward in a timely manner before the school year begins depending on Tuesday's discussion, while still retaining the ability to halt the project if that conversation goes in a different direction. President Jeane noted that while purchasing long-lead items is part of the plan, funds will not actually be spent until there is full confidence that the correct items are being purchased.

President Jeane made a motion to approve 8.1a with a second from Member Ybarra. The Board voted 7-0. Student Member Kemper did not vote.

President Jeane made a motion to approve 8.1k as amended with a second from Member Singh. The Board voted 7-0. Student Member Kemper did not vote.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

- *SCTA- Nikki Davis Milevsky presented the employee organization report for the Sacramento City Teachers Association (SCTA), focusing heavily on the district's fiscal health and the preservation of student programs. She challenged the district's narrative of fiscal insolvency, pointing out that while SCUSD claims declining enrollment due to low birth rates, Sacramento County is actually seeing a significant 38% in-migration rate, suggesting that families are moving to the area but potentially choosing neighboring districts over SCUSD. Throughout the report and accompanying public testimony, there was a strong emphasis on protecting visual arts programs and parent participation preschools, which Milevsky and other advocates argued are essential for student engagement and long-term academic success. Furthermore, she advocated for the continued support of community schools, urging the board to invest in the educators and staff who sustain the system rather than focusing solely on administrative restructuring.*
- *SEIU- The SEIU organization report was presented, focusing on the essential roles and workplace conditions of the district's classified staff. The presentation emphasized that while the district navigates its fiscal solvency plan, it is vital to remember the individuals—such as custodians, bus drivers, and instructional aides—who maintain the daily operations and safety of the school environment. The report advocated for fair labor practices and warned against potential staffing cuts that could compromise the cleanliness and functionality of district facilities. SEIU highlights served to remind the board that investment in people*

is a prerequisite for student success, especially as the community faces broader economic and enrollment challenges.

- *TCS- N/A*
- *Teamsters - N/A*
- *UPE*
AFSA Local 154-AFL-CIO- UPE's report centered the leadership and administrative stability required for the district's schools. The report underscored that administrators and site leaders are essential for implementing the district's core initiatives and ensuring that educational standards are met across all campuses. UPE representatives highlighted the pressure placed on school-site leadership during periods of fiscal restructuring and called for clear communication and support from the district office to prevent burnout among principals and other administrative staff. The presentation concluded by stressing that the success of any district-wide plan depends on the well-being and professional security of those tasked with leading the schools on a daily basis.

9.2 District Advisory Committees:

- *Student Advisory Council- The Student Advisory Council (SAC) presented a report focusing on enhancing student representation and improving the school climate. The council emphasized the importance of gathering student feedback on district policies, especially those related to mental health and extracurricular programs like visual arts and music. They highlighted the need for more transparent communication between the administration and the student body to ensure that student concerns regarding fiscal changes and program sustainability are addressed. Additionally, the SAC report advocated for increased support for student-led initiatives and community service projects, which they believe foster a sense of belonging and civic responsibility among their peers. The presentation concluded by reaffirming the council's commitment to serving as a bridge between the student population and the Board of Education to promote a more inclusive and responsive educational environment.*
- *Community Advisory Committee- The Community Advisory Committee (CAC) presented a report emphasizing the need for equitable access to educational resources and support for students with diverse needs. The committee highlighted the importance of robust community engagement in the district's decision-making processes, particularly regarding the allocation of funds for special education and English learner programs. They advocated for the continuation of successful community-based initiatives, such as parent participation preschools and neighborhood enrichment programs. Furthermore, the CAC stressed the necessity of clear, accessible information for families to navigate district services effectively, ensuring that*

all students have the opportunity to thrive regardless of their background. The presentation concluded with a call for the board to prioritize investments that directly benefit the most vulnerable student populations and to maintain a strong partnership with community stakeholders.

- *District English Learner Advisory Committee- The District English Learner Advisory Committee (DELAC) provided an update on its progress for the current school year, emphasizing its commitment to strengthening communication, building leadership capacity among representatives, and ensuring parent voices are central to the district's decision-making process. Throughout the year, DELAC hosted a series of impactful presentations from district experts covering diverse topics, including Nutrition Services, Bullying Prevention, and a comprehensive breakdown of the Local Control and Accountability Plan (LCAP). Families also received practical support regarding College and Career Readiness, which included hands-on training for accessing CCGI accounts and guidance on claiming CalKIDS funds. The report also highlighted specialized sessions focused on English Language Development (ELD) and Tobacco Use Prevention Education (TUPE), the latter of which provided families with vital tools to address substance abuse and emerging youth trends. The committee noted a significant shift toward parent-led advocacy, with officers and representatives demonstrating increased confidence and engagement. DELAC concluded by reaffirming its dedication to fostering equitable partnerships between schools and families to ensure the success of English Learner students.*
- *Local Control Accountability Plan/Parent Advisory Committee- The Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) focused on aligning district spending with student needs and community priorities. The committee emphasized the importance of using Local Control Funding Formula (LCFF) funds to support high-need student groups, such as low-income students, foster youth, and English Learners. Key recommendations included increasing transparency in the budget development process, ensuring that school sites have the resources necessary to implement LCAP goals, and fostering a collaborative environment where parents and community members can provide meaningful input on district-wide strategies. The report also called for a stronger focus on accountability, with regular updates on the effectiveness of LCAP-funded programs in improving student outcomes and closing achievement gaps. Ultimately, the LCAP PAC reaffirmed its commitment to serving as a voice for parents and ensuring that district resources are used effectively to support every student's success.*
- *Black/African American Advisory Board- N/A*
- *Community Schools Advisory Committee- Saralyn Bienvenue presented the Community Schools Advisory Committee report, highlighting the transformative impact of the community schools model, which integrates academic, health, and social services to support students and families. A key focus was the power of "community school spaces" to re-engage and reignite*

discouraged staff, emphasizing that investing in the people within the system is essential for its success. Bienvenue detailed how she advocated for the continued expansion of these practices across the district, viewing them as a long-term investment in student well-being and academic achievement. She stressed that the mindset of community schools—prioritizing local needs and collaborative support—should remain a core pillar of the district's strategy, particularly as they navigate fiscal challenges.

- *American Indian Education Program Parent Committee- N/A*
- *Restorative Justice Committee- N/A*

9.3 Board Ad Hoc Committee Reports

- *Special Education Committee- Member Ybarra reported that there would be a CAC meeting on the following Tuesday, and it would be a great opportunity to connect with CAC members and the community.*
- *Board Policy Committee- President Jeane said that the committee would work with CSBA (California School Boards Association) to update old Board Policies that do not comply with federal and state law by June 30th.*
- *Budget Committee- Member Kayatta stated that the committee has mainly been working with the Policy Committee.*
- *Superintendent Search Committee- N/A*

9.4 Student Member Report (Maggie Kemper)- Member Kemper emphasized the Student Advisory Council's commitment to expanding student representation within the district's formal decision-making processes. Speaking at the mark, she specifically highlighted the council's push for more consistent and robust student input during the development of the Local Control and Accountability Plan (LCAP). Kemper acknowledged the contributions of fellow student leaders and reinforced the idea that authentic student engagement is a mechanical necessity for effective district governance, rather than just a symbolic gesture. Her report served as a bridge between high-level policy discussions and the immediate concerns of the student body, particularly as the meeting moved into sensitive topics regarding budget prioritizations and the future of school site programs.

9.5 Superintendent's Report (Cancy McArn)- Superintendent McArn gave tribute to Rich Owen and recognized him for his work in the district. She acknowledged the emotional "heaviness" across the district regarding the ongoing structural reorganization, validating that the process was not moving as quickly as desired despite the cabinet working tirelessly to analyze information and prepare drafts for advisory committees. She expressed gratitude to the interim superintendent advisory committees for providing critical input, extended invitations for more community participation, and thanked the board members for dedicating extra time to attend three essential informational sessions. Additionally, McArn celebrated the successful closing of

escrow for the sale of Maple School to the La Familia Counseling Center, noting it would bring vital programs and services to local families. Finally, she highlighted notable achievements within the district, congratulating Hiram Johnson High School educator Leslie Gower for receiving the CADA Area Service Award, celebrating Luther Burbank High School student Nick Rusnak as the first district student accepted into Sacramento City College's exclusive College to Career program, and honoring fellow Burbank student Julia Bradshaw for earning the Girl Scouts Gold Award through her environmental sustainability project.

9.6 President's Report (Tara Jeane)- President Jeane highlighted ongoing discussions focused on increasing district transparency by committing to posting full meeting agendas and completed slide decks by Fridays. She noted that ensuring the board has the weekend to review these materials, combined with the interim superintendent's informational sessions, helps members prepare for the difficult discussions facing the district. Jeane also acknowledged internal discussions aimed at addressing the length of board meetings through potential reorganizations and scheduling adjustments. Finally, she announced an upcoming facility workshop meeting scheduled for the following week, explaining that the session was prompted by FCMAT report recommendations and a desire to conduct a thorough evaluation of how the district optimizes its facilities. She challenged the board and community to approach the upcoming workshop with an equity-centered vision, reimagining how resources should be allocated to best serve the current neighborhoods, families, and students of the city.

9.7 Information Sharing by Board Members-

Member Kayatta reiterated the significance of transferring ownership of the Maple Elementary property to the La Familia Counseling Center for their community center, noting that the formal transition occurred the previous Friday after months of planning. He also highlighted his recent participation in student defense of learning panels, praising the impressive future plans of students at New Tech High School and celebrating the academic presentation given by fellow board member Chinua Rhodes' son at another district site. Member Kayatta expressed his pride in the high-quality education district students received, noting that they graduated well-prepared for the next steps in their lives.

10.0 SPECIAL PRESENTATION

10.1 Bus Driver Appreciation Day Recognition (Chris Ralston)

Chris Ralston presented the recognition item for School Bus Driver Appreciation Day, which is an opportunity to recognize and celebrate the essential role that school bus drivers play in safely transporting students each day. He emphasized that our drivers are often the first and last school district representatives students see, and they contribute significantly to student safety, well-being, and overall school experience. School Bus Driver Appreciation Day is April 28, celebrated annually on the fourth Tuesday in April to honor the dedicated professionals who safely transport students, a recognition that originated in California in 2009. Recognizing staff contributions supports a positive organizational culture, promotes employee morale, and reinforces the district's commitment to valuing all employees who support student success. This was an information item.

Public Comment:

No public comment

Board Comment:

Member Rhodes requested that the upcoming bus driver celebration be added to the board's calendar. The event is expected to take place on Tuesday, May 26 (or potentially Thursday, May 28), allowing members the opportunity to attend and express their gratitude in person.

Member Singh asked about the bus drivers' start time.

As a teacher, President Jeane, emphasized that classroom education relies entirely on students arriving safely. They expressed deep gratitude for the district's bus drivers, noting that they consistently meet the incredibly high standards required in education. The board looks forward to honoring the transportation staff both immediately and at the upcoming Tuesday event.

10.2 Closure of George Washington Carver School of Arts and Sciences Charter School (Amanda Goldman, Ed.D)

Dr. Amanda Goldman, Tuan Duong, and Bee Moua presented a comprehensive update on the fiscal standing and operational viability of George Washington Carver School of Arts and Science. The presentation outlined that while the school met the solvency criteria for the current 2025-26 school year—expecting a modest ending fund balance between \$60,000 and \$80,000—it remains effectively unable to absorb unbudgeted expenses. Critically, staff reported that the school failed to meet the necessary conditions for the upcoming 2026-27 year. Projected enrollment of 140–170 students is insufficient to cover basic expenses, leading to a projected deficit of -\$308,211 by June 2027. Consequently, the Board was presented with two primary recommendations: initiate a self-closure effective June 30, 2026, or commit to a District contribution of \$200,000–\$400,000 to maintain operations through June 2027. The presenters also detailed student transition plans, noting that while many families have identified school-of-residence or specialized program preferences, approximately 25 students residing outside the District are expected to leave the SCUSD system entirely. This was an action item.

Public Comment:

Sikander Jaghary

Melissa Tostado

Stacie Pyle

Miles Daniels

Diana Hamilton

Elfi

Cristina Doyon

David Stonehouse

Elliott Rogozinski

Reid Wages

Garrett Gatwood Mayer

Bernardo Botello González

Nikki Davis Milevsky

Board Comment:

Member Ybarra acknowledged the heavy nature of the discussion, expressing concern that a group of students had been failed and noting that the community's current grievances echo unresolved issues raised long before her time on the dais. Before fully digesting the presentation, she requested information on what community outreach or communications took place to repair

relationships following past public dissatisfaction with school leadership. Additionally, she asked for clarity regarding the school's grant process, specifically inquiring how many grants were sought or denied and what direction was provided to leadership in that area. Member Ybarra sought clarification ahead of a significant vote, asking if the only dialogue regarding the repeated community concerns occurred strictly through staff meetings and the guild. The member requested confirmation on this point to ensure a full understanding of the situation, further inquiring about the specific frequency of the guild's parent or community meetings. Member Ybarra requested further clarity on the depth of the communication between the school and the community. Specifically, the member asked whether these critical discussions occurred regularly on a monthly basis over a certain period, or if they were limited to a single attendance at a guild meeting alongside an opportunity sought during a staff meeting.

Member Navarro questioned the funding status, confirming that the Wilton Rancheria tribe has neither issued a financial check nor committed to providing funding, though the possibility remains open. Dr. Goldman clarified the offer made by the City of Rancho. Member Navarro requested to table this item to allow the City of Rancho time to follow through with their offer.

Member Singh emphasized that despite the difficult nature of the conversation, the board's record demonstrates its continued commitment to the students at Carver, highlighting that nearly \$300,000 in funding was provided just last year. While welcoming outside support, he clarified that the current situation does not indicate the board is giving up on the school. Member Singh recalled that previous funding was approved on the basis of a specific recovery plan, which was confirmed to have successfully sustained the school through the current year, even if it did not yield the long-term results initially sought. Member Singh highlighted the legal and operational complexities of a potential takeover, noting that transferring the site is not simple and could still require a school closure. While acknowledging the presence of the Rancho Cordova mayor and potential interest from the Wilton Rancheria tribe, he emphasized that empathy must be paired with actionable data and written financial commitments, rather than just short-term stopgaps that leave future classes in the same predicament. Reiterating that the board has consistently supported and funded the school, Member Singh stated that the district provided a clear pathway to fiscal solvency that the school site ultimately failed to achieve, noting a critical lack of student enrollment and sustainable numbers. Consequently, he expressed a willingness to entertain Option C solely to grant stakeholders a one-week deadline to present formal, written commitments, stressing his refusal to merely kick the problem down the road.

Member Kayatta advocated for making a definitive decision to close the school during the current meeting, stating that the board owes the students immediate clarity regarding the upcoming school year. He argued against a one- or two-week extension, characterizing last-minute deals as unrealistic "Hail Marys" that would create further confusion, undermine enrollment confidence for incoming families, and ultimately set the school up for greater failure.

Recalling that the board provided emergency funding last year to give the dependent charter school time to stabilize, Member Kayatta noted that the district is no longer fiscally able to provide financial contributions, a constraint that will be further highlighted in the upcoming budget presentation. He expressed concern that a mid-year closure due to failed last-minute plans would be far more traumatic for students. Finally, he concurred with Member Singh that transferring the site to Folsom Cordova would not prevent an initial closure, concluding that voting to close the school is the only logical option to provide the community with necessary certainty.

Member Benjamin acknowledged the difficulty of the situation, noting that the board previously demonstrated its support for Carver by approving its Memorandum of Understanding (MOU). However, he emphasized that the board must focus strictly on long-term sustainability and can no longer make decisions based on fiscal assumptions, which contributed to the district's current financial challenges.

While appreciative of potential support from Rancho Cordova, Member Benjamin noted that legal counsel highlighted significant complexities with those options. Piggybacking on Member Kayatta's concerns, he stated he could not support a path that risked a traumatic mid-year closure for current freshmen and sophomores. Concluding that the board must make a hard decision based on actual numbers and district solvency, Member Benjamin questioned the status of the enrollment growth plan required by the approved MOU and indicated he would be voting alongside Member Kayatta to close the school.

Member Navarro suggested that while the board will most likely proceed with Option A (closure), they should grant a one-week extension to see if the city of Rancho Cordova or the Wilton Rancheria tribe will issue "no strings attached" funding to fill the current budget gap. He noted that because the board is already scheduled to meet the following week, a final vote could be deferred until then to test the seriousness of those potential funding partners.

Furthermore, Member Navarro emphasized that if funding is secured to keep the school open, the district must address the school's identity. He pointed out that despite being designated a Waldorf school, it has not operated as one for approximately five years and currently lacks a single Waldorf-trained teacher. He insisted that any path forward involving new funding must explicitly include a serious plan to return the campus to a true Waldorf curriculum.

Member Ybarra sought to explain the complexity of the situation to the students, clarifying that while the board was able to absorb the school's costs last year, the current district budget crisis changes the narrative. She noted that any intervention now would require sacrificing other parts of the school system.

While acknowledging that she is mostly in agreement with Member Kayatta's realistic approach, Member Ybarra expressed a desire to allow potential funding partners a final opportunity to prove their commitment. However, she emphasized to the public that the likelihood of securing these funds is extremely slim, cautioning against false hope and stating that the reality of the situation is heartbreaking.

President Jeane questioned whether the projected \$60,000 to \$80,000 ending fund balance on slide seven included all secured grants and outside funding. Turning to logistics, he noted that the board still faced two hours of agenda items plus a pending closed session, meaning a postponement would force the board to repeat the entire lengthy debate the following week.

To honor the board's time and avoid continuously delaying critical decisions, President Jeane proposed a procedural alternative: voting for Option A (closure) immediately, with the explicit understanding that the board could rescind and reverse the decision the following week if a financial check is delivered by potential partners. Legal counsel confirmed this approach is entirely permissible.

Member Rhodes noted that Member Navarro's motion was currently on the table but had not yet received a second. He requested to see if there was a second for that motion to allow the board to vote through that process before introducing other potential options.

Member Navarro made a motion to table the item until next week with a second from Member Rhodes. The Board voted 3-4 with Members Benjamin, Jeane, Kayatta, and Ybarra voting "no". Student Member Kemper voted "yes". The motion failed.

Member Kayatta made a motion to approve Resolution No. 3574 with a second from Member Ybarra. The Board voted 4-3 with Members Navarro, Rhodes, and Singh voting "no". Student Member Kemper voted "no".

10.3 Securing the Future: Special Education Leadership Transition and 2026-27 Planning (Erin Findley & Becky Bryant)

Erin Findley and Becky Bryant presented an update on the 2026-27 Special Education Planning and Leadership Transition. The presentation opened with a guiding philosophy that emphasizes a cohesive system where general education serves as a robust foundation to reduce the need for specialized services. While the district celebrated several successes—including improved CA Dashboard results for students with disabilities and a reduction in 3CDE complaints—the presenters highlighted significant challenges regarding rising costs and student identification trends. Data indicated a sharp increase in the number of students eligible for services, particularly those identified with Autism and Other Health Impairments. Furthermore, the district's 2026 Annual Determination status was marked as "Needs Intervention," with a designation of Intensive Level 1 for significant disproportionality in the over identification and suspension of African American students. To address these systemic issues, the presenters detailed a Fiscal Oversight Framework consisting of three tiers of monitoring to ensure strategic resource allocation and budget agility. They outlined six core goals for June 2027, focusing on increasing placement in the Least Restrictive Environment (LRE), improving fiscal efficiency, ensuring IEP compliance, raising academic achievement, enhancing behavioral supports, and boosting family engagement. The presentation concluded with a critical decision point regarding the immediate hire of an Assistant Superintendent of Special Education. Staff emphasized that an immediate hire is essential to facilitate a smooth leadership transition, maintain momentum on improving inequities, and adhere to legal and fiscal mandates. A "yes" vote would allow the district to begin recruitment immediately, while a "no" vote would delay the hire until July 1, eliminating the opportunity for a transition period with the existing leadership team. This was an action item.

*Public Comment:
Jennifer Womack*

*Board Comment:
President Jeane raised a key question regarding the funding source for the assistant superintendent position, specifically inquiring whether the district has dedicated funds already earmarked to cover that salary. President Jeane noted that despite three years on the board, they still find the special education program difficult to fully grasp. They emphasized that the presentation lacked the critical perspective of classroom practitioners—such as teachers and paraprofessionals—who directly implement IEPs and handle day-to-day student needs. While appreciative of the systemic updates and the mentions of labor partners and the Community Advisory Committee (CAC), the member pointed out that the CAC has raised concerns. To ensure a robust framework, they*

questioned how the district plans to bring the right frontline educators into the room to provide essential feedback. For the sake of time, they declined to elaborate but requested further information on how these voices will be integrated moving forward. How should the administration structure future updates to ensure classroom-level feedback and CAC concerns are transparently addressed for the Board?

Member Kayatta stated he had no questions, noting that the board subcommittee has been working extensively on the matter. Addressing the community, he acknowledged that the process may have felt as though it was created in private between board members and staff. He explained that this initial phase was a necessary "reset" to rebuild a broken system from the ground up, with the ultimate goal of establishing a framework for meaningful community engagement. He emphasized that this milestone is the beginning, not the end, of the process. Member Kayatta echoed President Jeane's sentiment that collaborating with staff and labor unions is vital, as a plan cannot succeed without the input of those responsible for implementing it. He invited community members to contact him directly if they feel excluded moving forward, reinforcing that the intent is to pivot away from "business as usual" and actively include stakeholders in shaping the solution.

Member Navarro raised a question regarding Goal 3 and IEP compliance, referencing a public comment that stated the district is only meeting 34% of IEPs at a 90% or greater threshold. He noted that this lack of compliance aligns with the costly legal settlements the district has been forced to pay. In light of these deficiencies, Member Navarro asked who would ultimately be held responsible for fixing this issue and ensuring total compliance. Specifically, he questioned whether that accountability would fall on the potential new assistant superintendent whose hiring the board is considering authorizing later in the meeting.

Member Benjamin thanked the presenters and asked for clarification regarding the development of the goals, specifically inquiring if the board subcommittee had worked alongside the staff to create them. Member Benjamin expressed concern regarding student identification trends, noting the potential for over identification, particularly within the Black community where students may be placed on an IEP or 504 plan when multi-tiered system of supports (MTSS) or assisted learning might be more appropriate. He questioned the front-end piece of the process, specifically how assessments are initially triggered and conducted. Highlighting inconsistencies where a student might miss an assessment in one grade only to be evaluated later, Member Benjamin emphasized the need to ensure the district is assessing students properly and equitably from the very beginning.

Member Ybarra clarified her personal philosophy on accountability, emphasizing that her advocacy for it is not about seeking punishment, penalties, or consequences for administrators. Instead, she defines accountability as the systemic responsibility of leadership to ensure past errors are not repeated, to provide transparency, and to give families much-needed answers. Sharing a personal experience from three years prior, she recalled fighting for her daughter after her Special Day Class (SDC) was closed. She was told the closure was due to low enrollment, which made her feel as though her individual child "wasn't enough"—a painful reality she juxtaposed against the current presentation's stated need for more SDC classes. Ultimately, Member Ybarra concluded by stating that her push for accountability is rooted in a desire to spare other families from experiencing that same lack of transparency.

Member Kayatta motioned to approve the opening of the Assistant Superintendent for Special Education, with a second by Member Rhodes. The Board voted 6-0 with Members Kemper and Singh absent.

10.4 *Independent Audit Report for the Fiscal Year Ended June 30, 2025, and Financial and Performance Audits for General Obligation Bond Measure H and Measure Q, Submitted by Crowe LLP (Jeff Jensen, Jen Aras & Charles Raibley)*

Jeff Jensen and Charles Raibley of Crowe LLP presented the results of the FY 2024/25 Financial Statement Audit. The presentation outlined that while the auditors issued an unmodified opinion, meaning the financial statements were presented fairly in all material respects, it included an "emphasis of matter" regarding a substantial doubt about the District's ability to continue as a going concern. This determination was based on significant deficit spending, the expiration of one-time funding resources without corresponding expenditure reductions, and instances where expenditures exceeded budgetary authority. Management's response to these fiscal solvency concerns, including the Fiscal Solvency Plan adopted in early 2026, is disclosed in the financial statement notes. The audit identified a material weakness in internal controls over financial reporting and budgeting, noting that certain contracts were incurred before formal Board approval. Additionally, the District is projected to fall below the 2% minimum reserve requirement for the 2025-26 fiscal year. While federal compliance received an unmodified opinion with no findings, state compliance was qualified due to findings related to attendance reporting at Suy:u Elementary and independent study documentation at Leonardo da Vinci K-8 and West Campus High School. Crowe also noted internal control deficiencies within Associated Student Body (ASB) accounts at several school sites, involving a lack of dual-count cash handling and missing fundraising documentation. The District agreed with all recommendations and outlined corrective actions, including staff training and strengthened oversight of ASB funds. This was an information item.

Public Comment:

No public comment.

Board Comment:

Member Kayatta thanked the auditing professionals for their late-evening attendance before emphasizing that the board's primary fiduciary responsibility is the district's long-term fiscal health and solvency. He noted that while the audit report confirms what the board has known for months—that the district is in significant fiscal distress with material weaknesses in internal controls and ongoing concern over solvency—the most concerning aspect is the missed opportunity to bring these issues to the board's attention sooner.

For the record, Member Kayatta stated that in the spring of 2023, he personally requested a deeper dive into the district's risk profile, budget variances, and internal control effectiveness, but was assured by the auditing firm, Crowe, that the existing scope was sufficient. He argued that an audit should be a proactive governance tool rather than just a postmortem exercise, and that the auditors' failure to communicate these significant risks in a timely manner exacerbated the district's current challenges, leading to millions in unbudgeted spending. Member Kayatta asked his first specific question: How did the auditors' risk assessment procedures fail to identify this severe level of budgetary non-compliance as a high-risk area earlier in the process? Member Kayatta followed up by asking the auditing firm exactly when they first identified the internal control deficiencies, noting that these issues appeared to be significantly more problematic during the current fiscal year than in previous years. He wanted to know the specific timeline of these

discoveries and questioned why this critical information was not disclosed to the board at an earlier date.

Member Kayatta clarified that his inquiries were not intended as gotcha questions, but were a genuine effort to understand why the board was left in the dark. He expressed deep frustration that critical fiscal warning signs visible in the fall were withheld from the board while they were actively making major budget and contract decisions. He noted that despite a law firm's prior review and the board's clear direction to implement stricter internal controls for procurement, those procedures were completely ignored by staff at the Serna Center.

Crowe's staff clarified that the relevant staff members responsible for district data at the time were no longer present to provide updates, and noted that the board received warning letters from the County Office of Education and FCMAT concurrently with the auditors.

To close his remarks, Member Kayatta asked what the board should demand from management in the future to ensure the budget is strictly followed. The auditing team provided two core recommendations. First, management must not only deliver real-time data but execute immediate, decisive action on their fiscal solvency plan to avoid a going concern crisis. Second, management must strictly distinguish between one-time funding and recurring revenues, ensuring ongoing expenditures are never funded by temporary sources, which was a misalignment that heavily worsened during the expiration of COVID-19 relief funds.

10.5 Approve Run-off Ballot Electing a Delegate to the California School Boards Association (CSBA) Delegate Assembly, Subregion 6-B (Sacramento County)

This item was pulled from the agenda during item 6.0 by the Board.

10.6 Approve Contracts Report > \$15,000 (Lisa Grant-Dawson)

This presentation requested board approval for a series of professional service agreements and purchase orders essential for district operations, facilities maintenance, and student support. The total financial impact is distributed across several key funds, with the General Fund accounting for the largest portion at \$4,915,642.77, followed by the Building Fund at \$1,414,021.56, the Developer Fees at \$175,450.00, and the Cafeteria Fund at \$57,359.24. These expenditures align with the district's LCAP goals, specifically focusing on improving graduation and academic outcomes and ensuring welcoming and safe environments for students. Major highlighted contracts included significant investments in Special Education services through the Sacramento County Office of Education (SCOE) and various staffing agencies to provide instructional aides and behavior technicians. Additionally, the report detailed extensive facility improvements, such as the modernization of John Still ES, architectural services for EV chargers at Parkway ES, and various floor replacements and scoreboard installations across district high schools. Educational enrichment was also a primary focus, with several contracts dedicated to the Summer Matters program to provide literacy development and physical fitness opportunities during summer intersession, as well as the purchase of online licenses and curriculum materials for the Library/Textbook Department. This was an action item.

Public Comment:

No public comment.

Board Comment:

Member Kayatta questioned several expenditures—including ProBooks, Sly Park outdoor education, school bus radios, and arts/music materials—pressing staff on why the district used the unrestricted general fund instead of restricted financial resources. He also raised procedural concerns regarding delayed, retroactive contract approvals, culminating in a formal recommendation to withhold approval for the ProBooks expense, the Sly Park contract, and a \$1.38 million payment to the Sacramento County Office of Education (SCOE).

Member Ybarra questioned whether these items were driven by local School Site Councils, expressing concern over overriding campus autonomy. She also noted that Fern Bacon Middle School was down to one grade level due to construction, making a large technology purchase questionable. Member Kayatta clarified that while he respected student needs, the district's severe fiscal crisis required halting non-essential spending, especially retroactive payments like the SCOE bill. Members Rose and Singh supported his stance, criticizing the use of a general fund that was quickly going dry.

Lisa Grant-Dawson explained that the \$1.38 million SCOE bill was a year in arrears due to standard billing cycles, warning that delaying it would simply defer the expense and cause a double-invoice bottleneck the following year. She added that the ProBooks and Sly Park expenses were centrally directed rather than site council-driven. While the ProBooks expense was tied to an existing LCAP strategy and would have to be restarted if delayed, she agreed to research whether restricted lottery or learning recovery funds could cover it.

Ultimately, Member Kayatta moved to approve the district's expenditure report while explicitly excluding the ProBooks purchase, the Sly Park contract, and the \$1.38 million SCOE payment. The motion was seconded by Member Rhodes, and the board proceeded to a roll call vote. The Board voted 7-0. Student Member Kemper was absent.

11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE

11.1 Fiscal Solvency Plan Update and Recommendations (Cabinet Members)

Interim Chief Business and Operations Officer Lisa Grant-Dawson presented an update on the Fiscal Solvency Plan, outlining the district's ongoing efforts to address a significant structural deficit while navigating a complex statutory financial reporting cycle. The presentation highlighted that while unrestricted revenue has remained relatively flat since 2022-23, expenditures have increased by approximately 47%, largely driven by salary and benefit obligations that exceed statewide averages. As of April 16, 2026, the projected unrestricted deficit for the 2025-26 fiscal year stands at \$89.2 million, with a potential reduction to \$54.7 million if one-time options like OPEB restructuring and Medi-Cal reimbursements are realized. For the 2026-27 fiscal year, the district faces a projected deficit of \$251.1 million, necessitating aggressive cost-avoidance strategies, including department consolidations, facility optimizations, and potential labor negotiations involving furlough days or wage adjustments. Grant-Dawson detailed the "Seeing the System" approach, which emphasizes parallel work streams of data collection, stakeholder engagement, and restructuring to ensure long-term sustainability. She addressed the volatility of budget figures, explaining that adjustments are a natural part of the state-prescribed accountability process, further complicated this year by the reversal of previous health and welfare

adjustments and the need to increase Special Education contributions. To improve transparency, the district has launched new interactive fiscal solvency dashboards to provide staff and the community with real-time financial data. The presentation concluded with a timeline for upcoming milestones, including a Fiscal Solvency Plan Workshop on April 23 and the anticipated adoption of the 2026-27 budget in June. This was an information item.

Public Comment:

Preston Semkiw

Mackenzie Farmworth

Anthony Farmworth

Board Comment:

Member Kayatta thanked the team for the background overview and directed the administration to proceed immediately with the initiatives on slides 14 through 17, emphasizing the need to begin working with labor partners as soon as possible. He then raised a procedural question regarding slide 33, recalling his previous request to review the third interim report on May 7th to secure solid financial data before finalizing personnel notices. Because the statutory deadline schedules the official third interim report for June 4th, he asked whether the board wanted a preliminary version a month early or a different financial presentation altogether. He stressed that his primary goal was to avoid sending any unnecessary final layoff notices.

Member Singh requested a future presentation detailing how the mandated 20% budget reduction was being implemented across departments, noting that community members were expressing fear over potential position losses. He voiced specific discomfort regarding potential impacts to the Safe Schools team, highlighting his deep trust in their site-based personnel. Looking ahead to the upcoming budget approval cycle, he expressed concern that the board lacked a clear understanding of the development process to address the growing deficit. He emphasized his desire to approve a truly qualified budget rather than passing a negative budget that the district would later scramble to make qualified.

Lisa Grant –Dawson outlined the district's complex, multi-layered strategy for navigating the fiscal crisis, explaining that for the 2025–2026 fiscal year, adjustments are largely constrained to freezing vacancies and pulling in one-time funding components. To protect the general fund for 2026–2027, she stated that the district is aggressively auditing unrestricted expenditures to see which programs can legally be moved into available restricted funding streams. She noted that major structural overhauls—including school site provisions and facility adjustments—cannot be fully implemented in time for the 2026–2027 budget cycle, meaning these structural changes are being drawn up now but will not take full effect until the 2027–2028 fiscal year.

Regarding the budget committee's work on the final notices, she agreed to deliver targeted, real-time data rather than forcing staff to draft the same comprehensive report twice. In response to questions about administrative capacity, she shared that she had been aggressively requesting external backup since early January and had successfully secured critical, fast-paced technical support on two fronts. First, the district brought on retired Chief Business Officers who seamlessly stepped into the existing framework to offload operational tasks. Second, representatives from the Fiscal Crisis and Management Assistance Team were on-site tightening up the district's cash flow tracking by auditing accounts receivable to recover funds owed to the district and scrutinizing balance-sheet liabilities to determine if stated debts are legally accurate.

Member Benjamin asked what specific administrative help the Chief Business Officer required to hit these tight statutory timelines, noting that she always worries about timelines and views the question of securing adequate support as a huge priority for the board.

- 11.2 Approve Adult Education Calendar 2026-2027 School Year
(Dan Schallock)*

This item was postponed to a future meeting.

- 11.3 Approve Bowling Green Charter Schools Calendar 2026–2027
School Year (Dan Schallock)*

This item was postponed to a future meeting.

- 11.4 Approve The MET Sacramento Calendar 2026–2027 School
Year (Dan Schallock)*

This item was pulled from the agenda during item 6.0 by the Board.

- 11.5 Approve New Joseph Bonnheim Community Charter School
Calendar 2026–2027 School Year (Dan Schallock)*

This item was postponed to a future meeting.

- 11.6 Approve Sacramento New Technology Early College High
School Calendar 2026–2027 School Year (Dan Schallock)*

This item was postponed to a future meeting.

- 11.7 Approve George Washington Carver School of Arts and Science
School Calendar 2026–2027 School Year (Dan Schallock)*

This item was postponed to a future meeting.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

- 12.1 Business and Financial Information: Enrollment and Attendance Report,
Months 3 through 5 (Lisa Grant-Dawson)*

- 12.2 Receive Initial Proposals Regarding Teamsters Local 150, and
Teamsters Classified Supervisors (TCS) Collective Bargaining
Agreement Negotiations for 2026-2027 Successor (Dan Schallock)*

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ April 23, 2026, 5:00 p.m. Closed Session, 5:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Special Workshop Meeting/Facilities Optimization & Fiscal Solvency Plan Update
- ✓ April 30, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting

14.0 ADJOURNMENT

The meeting adjourned at 12:37a.m.

Cancy McArn, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 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# 8.1h

Meeting Date: June 4, 2026

Subject: Approve Minutes for the April 23, 2026 Special Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes for the April 23, 2026, Special Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the April 23, 2026, Special Board of Education Meeting

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent



Putting
Children
First

Sacramento City Unified School District

BOARD OF EDUCATION

Board Workshop Meeting

Board of Education Members

Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, April 23, 2026

5:00 p.m. Closed Session

6:15 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2025/26-25

1.0 OPEN SESSION / CALL TO ORDER

The meeting was called to order at 5:06 p.m.

Members Present:

Member Benjamin
Member Jeane
Member Kayatta
Member Navarro
Member Rhodes
Member Singh
Member Ybarra

Members Absent:

Student Member Kemper

2.0 PUBLIC COMMENT ON AGENDA ITEMS ONLY

NOTICE OF PUBLIC COMMENT AND DEADLINE FOR SUBMISSION

Members of the public may address the Board on-agenda items only. 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. Individual with comments on general school district issues that are not listed on the agenda for this special board meeting may be addressed at a regularly scheduled meeting of the governing board. 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.

Nicole Masters

April 23, 2026–Board Workshop Meeting

Courtney Coffin
Dianne Wiley
Ian Johnson
Tommy O'Brien
Garrett Kirkland
Steve Bruno

3.0 CLOSED SESSION

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

3.2 *Government Code section 54957—Public Employment, Evaluation, Appointment Title: Superintendent*

4.0 RECONVENE INTO OPEN SESSION

The meeting was called back into order at 6:52 p.m.

5.0 REPORT OUT FROM CLOSED SESSION

No report out

6.0 BOARD WORKSHOP

6.1 *Facilities Optimization and Phased Consolidation Plan (Chris Ralston)*

Chris Ralston presented this item as an opportunity to look at our reality together, explore possibilities, and begin thinking through decisions that will eventually come before the Board. Mr. Ralston shared our current reality, enrollment projections, vision and guiding principles, phased implementation, consolidation and boundaries, program planning, SPED and neighborhood model, the ideal elementary school, 2026 GO bond and funding, and next steps. This is an information item.

Public Comment:
Terrence Gladney
Nikki Davis Milevsky

Board Discussion:
Member Benjamin began by thanking Chris for the well-structured and comprehensive presentation, noting that the material was dense and would require further review. He expressed significant concern regarding how school consolidations might impact the most marginalized communities, referencing the presentation's slides on the neighborhood and community school models. While acknowledging that consolidations can often resemble gentrification, he expressed confidence in the district's ability to effectively repurpose properties based on past successes. Ultimately, Member Benjamin requested that a parallel plan be developed with an explicit focus on equity and inclusivity to ensure historically underserved communities are not continually left behind.

Member Singh thanked Chris for the presentation and requested a deeper exploration of how consolidation intersects with the history of redlining. He pointed out that the schools under review are disproportionately located in low-income neighborhoods, which unfairly impacts Black, brown, and low-income students. He emphasized that thriving schools are essential for sustaining property values and avoiding community blight. While acknowledging the limitations of operating within an open-enrollment system, Member Singh questioned how the equity-anchored Facilities Master Plan integrates into this strategy. He suggested that the district focus on neighborhood investments, such as constructing modern facilities, to incentivize families, teachers, and staff to stay within their local communities. He concluded that students in these areas deserve full, thriving classrooms rather than desolate, under-enrolled spaces.

Member Ybarra aligned herself with her colleagues' comments and raised several questions regarding enrollment trends. She requested data on student loss to charter schools and an analysis of out-of-district transfer permits to see if families are leaving for specific neighboring districts. She also requested a school-by-school utilization breakdown to better inform the consolidation dialogue. Directing a comment to the policy committee, she flagged the key principles on page 28 as a major concern and requested a status update on their work. Sharing her personal experiences as a student at Oakridge and a parent during the closure of Fruit Ridge Elementary, Member Ybarra emphasized the fear and community trauma caused by these disruptions. She urged the district to be transparent and to include local residents in these uncomfortable conversations from the very beginning, noting that while these communities understand the issues deeply, they often lack the resources to engage. Finally, she asked for examples of school-site capacity policies from neighboring districts to help guide future policy development.

Member Kayatta emphasized that the data should be shared publicly so the community can decide if a consolidation strategy warrants the investment of district time and resources, particularly regarding bond dollar expenditures. He established clear guardrails, stating he will not support a strategy that mirrors closures from 12 years prior, which disproportionately affected the highest-need areas. He also asserted that no schools should be treated as "sacred cows" simply because they are currently popular.

Addressing enrollment patterns, Member Kayatta noted that families naturally gravitate toward larger, comprehensive schools (ranging from 450 to 600 students) because they offer robust parent engagement, active PTAs, and specialized, permanent teachers for non-core subjects like art and music—offerings that are structurally impossible in small schools with only one or two classrooms per grade. He proposed an intentional approach to open enrollment: instead of allowing families to leave their neighborhoods for wealthy-area schools, the district should use bond dollars to construct high-quality, fully staffed, and visually appealing neighborhood schools directly within the communities that need them most.

Referencing slide 71, Member Kayatta strongly endorsed a land-use model where the district retains ownership of empty properties, demolishes unused structures, and reinvests in the immediate community, thereby preserving the option to reopen a school if local populations rebound.

Member Ybarra asked the district to closely evaluate how programmatic changes intersect with closures, recalling that the closure of Fruit Ridge Elementary resulted in the loss of a critical Spanish-language program. Given that approximately 40% of the district's student population identifies as Spanish-speaking, she urged leadership to explicitly include language and culturally diverse programming into the equity framework when reimagining school sites. She emphasized

that the lack of specialized language programs often drives local families to choose charter schools or neighboring districts.

President Jeane expressed strong agreement with the shift toward intentional district design rather than letting open-enrollment trends dictate district structure. She noted that specialized programs—such as AVID, GATE, and language pathways—must be factored into the facility conversation. She raised critical planning questions regarding what foundational services should be guaranteed at every single school versus where specialized programs should be intentionally placed, noting that current program locations and transportation barriers heavily dictate who can access quality education.

Member Singh shifted the focus to secondary education, highlighting deep-seated historical inequities at Hiram Johnson High School. He noted that during community outreach, parents openly expressed a refusal to send their children there, driven by programmatic gaps such as the school only offering three Advanced Placement (AP) classes. He detailed a prevailing systemic pipeline where families choose high-demand sites like McClatchy or West Campus, execute inter-district transfers to neighboring schools like Rio Americano, or opt for private schools if they have the financial means.

While supportive of modern building investments, Member Singh stated he could not back a facilities plan that does not simultaneously maximize, fund, and support existing schools that have suffered from historical disinvestment and negative public perception. He urged the district to pursue aggressive, data-driven community engagement, citing an instance where Tahoe Elementary lost a teacher due to low enrollment. He questioned whether the district is actively recruiting families from local contracting systems, such as private schools facing closure in the Southside.

Concluding with systemic realities, Member Singh validated that parents will always do whatever it takes to ensure their children thrive. He noted that open enrollment cannot simply be eliminated, but challenged the district staff to collectively address why certain neighborhood spaces are not being maintained as thriving environments.

Member Kayatta suggested using an underutilized campus as a hypothetical pilot space to test the consolidation model. He noted this would allow the district to invest in a historically under-resourced community without the immediate disruption of closing existing schools. Later in the discussion, he referenced transfer data previously obtained from staff, noting a historical trend where the district invested heavily in expanding high-demand schools where families transfer into, rather than improving the facilities families are transferring out of. He commended the current facilities team for shifting toward an equity index model to correct these historical imbalances.

President Jeane noted the high volume of information presented and requested time for the board to process the data before taking formal action. She asked the facilities team to outline the precise next steps and potential timelines for moving the conversation forward.

Mr. Ralston clarified that a modernization and consolidation plan is a long-term, 36-month process, and agreed that families should not be moved prematurely into temporary portables. He asked the board to decide whether to advance the consolidation conversation now or address it in tandem with the budget. He proposed that the facilities team could develop a rollout plan between now and October to gauge community interest.

Mr. Ralston emphasized that the facilities team needs clear board direction regarding preferred school sizes, programs, and the foundational reasons for consolidation before they can return with specific neighborhood scenarios. He offered to present refined data across all seven trustee areas as early as June or August, while advising the district to keep a future bond measure on the table to fund these new builds.

Member Ybarra urged the board to remain cautious and highly transparent, noting that fiscal conversations and facilities planning cannot be separated in the minds of the public. She shared a recent experience with the Bowling Green community, where families facing financial anxieties misinterpreted facility updates as a sign that the district had already decided to close their school. She emphasized that community perception must be carefully managed to ease anxieties.

Member Singh stated that the fiscal budget and facilities planning are deeply intertwined, noting that successful consolidations require extensive work to bring the community along. He declined to support immediate community listening sessions, stating he first wants a comprehensive refresher presentation on the Facilities Master Plan. He argued that this refresher must explicitly show how historical redlining informs current facility conditions.

Member Singh requested that future presentations show real-world boundary adjustment scenarios that incentivize families and staff through modernization and expansion, rather than simply forcing students from low-performing schools into another under-resourced site. He emphasized that the district has historically struggled to market its lower-performing schools to families, and requested clear data visualizations to help the community digest the long-term plan.

Member Navarro requested a visual data model that overlays the Facilities Master Plan with data showing exactly where students live. She proposed a strategy that honors the \$500 million already invested over the last five years, building upon existing modernizations rather than abandoning them. She requested that the next presentation model a scenario where schools are made attractive and optimized specifically to draw local students back to their immediate neighborhood campuses, identifying exactly where one or two new schools might need to be built.

Member Singh inquired about the feasibility and speed of developing boundary scenario models to maximize student enrollment at underutilized sites, aiming to prevent student loss to charter and private schools. He argued that evaluating boundary adjustments should occur prior to finalizing broader consolidation steps. While initially advocating for a focus on elementary schools, he agreed to prioritize middle schools following input from staff and colleagues regarding structural disparities in secondary attendance lines.

Mr. Ralston confirmed that the facilities team possesses the data and expertise to generate boundary adjustment models rapidly. He asked the board for specific baseline goals, questioning whether the intent was to balance enrollment and Average Daily Attendance (ADA) evenly across high schools or middle schools. He provided logistical examples, noting that the Cal Middle School boundary physically meets the Sam Brannan boundary, and highlighted that Rosemont families are bypass-driving Hiram Johnson or McClatchy high schools due to current configurations. He noted that while modeling shifts (e.g., balancing two schools at 315 and 200 students to a stabilized 250) can be done quickly, the board must ultimately decide if those outcomes align with their values.

Member Ybarra endorsed prioritizing middle school boundary scenarios, citing critical demographic trends. She highlighted that Hiram Johnson High School historically enrolled approximately 10% of the entire district's English Learner (EL) student population. She noted a

historical trend where area elementary schools see high concentrations of EL students who remain long-term ELs without reclassifying before entering middle school. Member Ybarra argued that analyzing middle school boundaries first provides a more manageable entry point for dealing with these complex student needs, newcomer integration, and open-enrollment patterns affecting East Sacramento.

Member Kayatta agreed with prioritizing middle schools, noting that the district is about to receive an active case study. The upcoming closure and reconstruction of Miwok will temporarily displace students across various district campuses, providing real-time, accurate data on student movement rather than relying strictly on projections.

Member Rhodes expressed deep reservations regarding the presentation, noting he had only received the materials that day and that the proposals target a timeline four to five years out. He stated that the data was heavily quantitative and lacked the qualitative insights necessary to measure the disproportionate impact on the communities he serves.

While acknowledging that successful, investment-backed consolidation is possible—citing the positive merging of Cesar Chavez and Edward Kemble elementary schools—Member Rhodes emphasized that his immediate, absolute focus is the district’s looming fiscal crisis and cash flow issues ahead of July. He warned that the current budget trajectory risks state receivership and loans. He stated that while boundary modeling is a logical next step to organize informational data, the board must prioritize resolving the pressing, immediate financial problems that dominate constituent concerns.

President Jeane framed fiscal solvency and long-term facilities planning as parallel, deeply interconnected issues. She questioned whether the district's current budget crisis could have been mitigated had these difficult consolidation conversations started five years prior, noting that current cash flow is consistently impacted by long-term structural choices. She would like to see how the facility strategy would explicitly tie into the multi-year fiscal solvency plans for the upcoming school years.

6.2 Fiscal Solvency Plan Update (Lisa Grant-Dawson)

This item was postponed for a future meeting.

The Board reconvened back into closed session.

There was no report out of closed session.

6.0 ADJOURNMENT

The meeting adjourned at 9:40 p.m.

Cancy McArn, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 24 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 less than 24 hours in advance of the meeting

and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1i

Meeting Date: June 4, 2026

Subject: Approve Minutes for the April 30, 2026 Regular Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes for the April 30, 2026, Regular Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the April 30, 2026, Regular Board of Education Meeting

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, April 30, 2026

4:45 p.m. Closed Session

6:15 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2025/26-26

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:51 p.m.

Members Present:

Member Benjamin

Member Jeane

Member Kayatta

Member Navarro

Member Rhodes

Member Singh

Member Ybarra

Members Absent:

Student Member Kemper

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

No public comment

3.0 CLOSED SESSION

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

3.1 Government Code 54956.9 - Conference with Legal Counsel:

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
 - b) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2025120803, OAH Case No. 2025081048, OAH Case No. 2025101105, & OAH Case No. 2026020171)*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*
- 3.4 *Government Code 54957- Public Employee Appointment (a) Approve- Principal, Hubert H. Bancroft Elementary School*
- 3.5 *Property: 401 1st Ave, Sacramento, California 95818
Assessor's Parcel Numbers (APN) 009-0237-017-0000
Agency Negotiator: Chris Ralston, Assistant Superintendent, Facilities Support Services
Negotiating Parties: Sacramento City Unified School District and 401 1st Avenue LLC
Under Negotiation: Price and terms of acquisition of property (Chris Ralston)*
- 3.6 *Government Code section 54957—Public Employment, Evaluation, Appointment Title: Superintendent*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 7:09 p.m.

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student introduced by Board Member April Ybarra*

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

There were 5 announcements that came out of close session.

- *The Board approved a settlement agreement related to OAH case number 202581048 in the amount of \$50,000 by a vote of 5-2 with Members Kayata and Ybarra voting against the action.*
- *The Board approved a settlement agreement related to OAH case number 2025101105 in the amount of \$30,900 by a vote of 7-0.*
- *The Board took no action to modify the coordinator's findings in an employee complaint appeal pursuant to administrative regulation 4031 and will render this decision in writing within 10 working days.*

- By a vote of 7-0, the board approved the appointment of Paul Hurl Soua as the principal of Hubert Banker Hubert Bankraftoft Elementary School.
- By a vote of 7-0, the Board approved the appointment of Dr. Cancy McArn as Superintendent.

6.0 AGENDA ADOPTION

President Jeane proposed several changes to the meeting agenda order and structure prior to opening the floor for public comment. First, Item 10.1 and Item 10.7 were moved to be heard before public comment. Additionally, Item 10.4 and Item 10.6 were officially tabled for a future board meeting. Item 10.3 was removed as an official action item and shifted into the Board Comments section of the meeting. Finally, Item 11.1 was moved to the end of the meeting, specifically falling below Item 11.6, to ensure the district calendars could be approved efficiently.

Following the presentation of these agenda modifications, a motion to approve the amended agenda was made and subsequently seconded. With all changes formalized, the board proceeded directly to a roll call vote.

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.

*Cyrus Droboniku
Christopher Tindell-Paddock
Janelle Wells
Melanie Droboniku
David Wong
Courtney Poole
Jessi Gray
Stephen Bingen
Bianca Vargas
Geoff Bardot
Heather Simoni
Tiffany McFarland Olcese
Amanda Chapman
Alison Alexander
Bryana Insixiengmay
Estrella Carew
Lily Holt
Keith Herron
Garrett Kirkland
Valerie Nyberg
Kimberly
Merelyn Martinez
Karina*

Esmeralda
Yvette Franklin
Sue Ciminelli
Elvia Vasquez
Antonio
Nora Barraza
Alma Garcia
Maria Garcia
Nate
Steve Bruno

8.0 CONSENT AGENDA

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

8.1 Items Subject or Not Subject to Closed Session:

*8.1a Approve Grants, Entitlements and Other Income Agreements
(Lisa Grant-Dawson)*

*8.1b Approve/Ratification of Other Agreements, Bid Awards, Declared Surplus
Materials and Equipment, Change Notices, and Notices of Completion
(Lisa Grant-Dawson)*

8.1c Approve Personnel Transactions (Jake Hansen)

*8.1d Approve Purchase Order Board Report for the period of February 15, 2026,
through March 14, 2026 (Lisa Grant-Dawson)*

*8.1e Approve Donations to the District for the period of February 1-28, 2026
(Lisa Grant-Dawson)*

*8.1f Approve Business and Financial Report: Warrants, Checks and Electronic
Transfers Issued for the period of February 1-28, 2026 (Lisa Grant-Dawson)*

*8.1g Approve Resolution No. 3578 : Approve Temporary Interfund Transfers of
Special or Restricted Fund Moneys (Lisa Grant-Dawson)*

*8.1h Approve Minutes for the March 19, 2026, Regular Board of Education
Meeting (Interim Superintendent Cancy McArn)*

*8.1i Approve Minutes for the March 26, 2026, Special Board of Education
Meeting (Interim Superintendent Cancy McArn)*

8.1j Approve Labor Partner Agreement (Dan Schallock)

8.1k Approve Job Description (Dan Schallock)

This is an action item.

Public Comment:
Denae Pruner

Board Comment:
No Board comment

Member Rhodes made a motion to approve the consent agenda with a second from Member Navarro. The Board voted 7-0 with Student Member Kemper absent.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

- *SCTA- Nikki Davis-Milevsky, speaking on behalf of the Sacramento City Teachers Association (SCTA), expressed deep frustration with the transparency of the business office, noting that vital fiscal recovery plans are routinely provided to the board and public at the last minute, directly violating explicit instructions laid out by both the Board of Education and the Sacramento County Office of Education (SCOE).*

Davis-Milevsky underscored that despite the unanimous passage of the fiscal solvency plan, the administration has consistently failed to provide mandatory monthly progress updates, leaving a complete absence of data regarding closed personnel positions, terminated vendor contracts, and canceled purchase orders. Citing recent acknowledgments that the district remains off track to stave off insolvency, she urged trustees to exercise their governing authority and demand immediate staff accountability.

Furthermore, Davis-Milevsky drew attention to the deep anxiety filtering through the district's workforce in the wake of sweeping preliminary layoff notices issued to hundreds of employees. While noting that natural attrition and retirements could ultimately soften the blow of actual layoffs, she emphasized that the current workforce cuts disproportionately harm the district's lowest-paid and most vulnerable site-level staff. She strongly criticized structural contradictions within the administration's data, questioning how labor partners and the community can trust a financial recovery process when the facilities department projects declining enrollment while the baseline budget is inexplicably built on enrollment increases.

- *SEIU- SEIU welcomed the new superintendent but asserted that the district's current savings plans do not come close to covering the projected deficit. The speaker urged the board to scrutinize ballooning outside contract expenditures rather than cutting classified staff.*

Citing California Department of Education (CDE) data, the representative highlighted that SCUSD spent \$156 million on services and operating expenditures in the 2024-2025 fiscal year—amounting to 144% of the statewide average for unified school districts. For the current 2025-2026 year, the district's second interim report projects this category will balloon to \$188 million by June, despite an original adoption budget of just \$63 million. Furthermore, spending on contracted-out instructional and support

sub-agreements reached \$102 million in 2024-2025—more than triple the statewide average—and is projected to rise to nearly \$108 million this year.

Addressing internal management, the speaker expressed disappointment that the administration provided a basic list of department Full-Time Equivalents (FTEs) instead of the expected central administration reorganization chart. They argued that an FTE list fails to provide the transparency that displaced workers desperately need to build their lives around. With hundreds of SEIU members currently facing layoffs, the speaker criticized the vague administrative promises that employees "might" be brought back, calling the ongoing uncertainty cruel and a source of severe financial and emotional hardship.

The representative closed by commending the school board for asking tough questions to avoid state receivership and credited the superintendent for initial efforts to improve communication. However, they voiced deep concern that staff continues to hand the board incomplete or diversionary answers. The speaker urged the trustees to maintain strict governance, enforce accountability, and protect the vital, low-wage workers who keep the district running.

- *TCS-No update*
- *Teamsters- No update*
- *UPE AFSA Local 154-AFL-CIO- UPE welcomed newly appointed Superintendent Cancy McArn and stated UPE's readiness to collaborate in building an effective district. The speaker explicitly noted that this greeting was about moving forward constructively and did not diminish their serious concerns regarding the board's structural decision-making patterns.*

The representative leveled a sharp critique against the board for its lack of transparency in executive hiring. They pointed out that this marks the second consecutive time the board has appointed a superintendent in secret without a public, competitive hiring process or an opportunity for formal input from administrators, staff, parents, and community partners. The speaker highlighted a glaring contradiction in the board's behavior, calling it hypocritical for trustees to make backroom executive appointments while simultaneously accusing school site administrators of being illegally secretive in their local work.

Defending the professional integrity of the district's principals, the speaker pushed back against public criticisms made by board members in past meetings. Trustees had previously suggested that site administrators were failing to engage their local communities and were manipulating governance groups, such as School Site Councils, by handpicking compliant members. The UPE representative rejected these claims as bold-faced exaggerations, emphasizing that principals adhere to strict legal guidelines and submit detailed validation paperwork to document compliance for every council formed.

Furthermore, the representative warned against the long-term culture of instability caused by the board's impulsive decision-making, which compromises the community's trust. Turning to active labor relations, the speaker confirmed

that UPE entered successor contract negotiations in good faith. However, they made it clear that administrators will no longer tolerate contract disparities or structural language designed to favor the specific operational needs of other labor groups at the expense of UPE members. The speaker concluded by calling for equitable contract treatment, stating that protecting the rights and stability of administrators is directly tied to securing positive outcomes for students.

9.2 Student Member Report (Maggie Kemper)- No report

9.3 President's Report (Tara Jeane)- *President Jeane recognized that the month of April marks both Sikh American Heritage Month and National Arab American Heritage Month. She noted that the Board is fortunate to have personal representation from both communities on the dais, specifically acknowledging Member Singh and Member Kayatta. President Jeane emphasized that these monthly celebrations provide a meaningful opportunity for the district to learn, grow, and ensure that families and students from these vital communities are fully seen, valued, and heard.*

9.4 Information Sharing by Board Members

Member Ybarra shared reflections from her recent school site visits, expressing gratitude for the open dialogue she experienced with families. She highlighted a visit to New Joseph Bonheim Elementary School, where she participated in a successful morning routine where students walk for 15 minutes before class. Notably, when asked about their favorite subjects, every student she interviewed from kindergarten through sixth grade named math and science. She commended the campus leadership for creating an outdoor learning space that ignites student excitement for STEM, encouraging her colleagues to tour the site.

This experience anchored Member Ybarra's reflection on Día del Niño (Children's Day) on April 30th, an international celebration established in 1925 to protect the rights and welfare of children. She challenged the board to evaluate whether their policy discussions genuinely prioritize student needs or allow adult desires to overshadow youth perspectives. As the liaison to the Student Advisory Committee, she highlighted that students are actively advocating for themselves through the LCAP process and School Site Councils. She concluded by urging the board to listen intentionally to student voices and to model the same social-emotional communication standards expected of the children they serve.

10.0 SPECIAL PRESENTATION

**10.1 Approve Superintendent Agreement
(Board President Tara Jeane)**

Appointment announced during report out of closed session.

Member Kayatta made a motion to approve the agreement with a second from Member Ybarra. The Board voted 7-0.

10.2 High School Voter Education Weeks (Vanessa Reyes)

Sophia Edlant, representing the Student Advisory Council (SAC), introduced High School Voter Education Week (April 13th–24th), an initiative designed to elevate civic awareness and encourage 16- and 17-year-old students to pre-register to vote. She noted that statewide pre-registration efforts since 2016 have engaged nearly 1.5 million students, successfully adding more than 1 million new voters to the rolls. Edlant emphasized that voter education connects youth directly to real-world issues, empowering a new generation to shape future public policy. To strengthen future campaigns, she recommended that the district actively push administrative resources to school sites and leverage the SAC to connect directly with students on the importance of civic participation. Owen Naqica provided statistical context regarding youth voter turnout, pointing out a persistent decline in youth participation and a stark demographic imbalance among active voters. Citing an August 2025 study by the Public Policy Institute of California, Naqica noted that while white residents make up only 36% of the state's population, they comprise 50% of its likely voters. Given that students of color make up 81.7% of the district's enrollment, Naqica argued that SCUSD has a unique opportunity to push voter registration and shift these disproportionate trends. He concluded that boosting registration and championing long-term voter continuity among diverse youth are crucial steps to empowering marginalized communities and preserving a representative democracy. This was an information item.

Public Comment:

No public comment

Board Comment:

Member Singh expressed his gratitude to the Student Advisory Council presenters and commended Owen Naqica for his eloquence. Recalling a joint panel appearance with Naqica several weeks prior, Member Singh praised the high caliber of public speaking demonstrated by the high school student. He emphasized the critical value of California's pre-registration system, noting that capturing civic interest during high school ensures students are fully prepared to navigate elections the moment they transition to college or the workforce.

Member Kayatta drew on his background as a political science major and his three years of professional experience working for the California Secretary of State, Member Kayatta underscored voting as a foundational pillar of democratic citizenship. He shared his personal milestone of registering to vote at age 18 and maintaining an uninterrupted voting record across every subsequent election cycle. Member Kayatta framed voting as a vital habit and a form of civic "muscle memory" that must be cultivated early. He noted that reviewing a ballot forces individuals to directly confront and comprehend the structural issues shaping their communities, ensuring that public representation accurately mirrors the demographics of active society.

Member Rhodes offered strong praise for the presenters and requested to be directly plugged into voter registration campaigns, explicitly prioritizing outreach efforts across the south side of Sacramento. He identified a critical barrier to youth voter turnout, noting that traditional registration drives fail because organizers habitually talk at young people rather than with them. Member Rhodes argued that youth civic participation will remain depressed unless organizers alter their messaging to explicitly explain the practical, real-world benefits that policies deliver to young constituents' daily lives.

Member Benjamin congratulated the presenters and shared his own perfect lifelong voting record, echoing the sentiment that early habit-building is essential. He publicly recognized Naqica's broader civic contributions, highlighting his current appointment as the District 5 Youth

Commissioner for Sacramento City Council Member Katie Maple. Member Benjamin requested to be formally included in future student-led registration initiatives and encouraged the council to maintain its momentum, reminding them that local policy impacts their lives long before they reach formal adulthood.

Member Ybarra connected the council's polished presentation directly to her earlier board comments regarding Día del Niño, framing the students' success as a tangible outcome of providing youth with meaningful public platforms. She emphasized that the district's deliberate structural investment in the Student Advisory Council is yielding substantial regional benefits. She highlighted that Naqica's leadership extends far beyond district boundaries, as he simultaneously serves on a regional committee dedicated to expanding high school voting initiatives across the greater Sacramento area.

Member Navarro commended the presenters and challenged them to actively spearhead expanding ballot access to 16- and 17-year-olds for local school board elections, pledging her full policy support for such an initiative. Member Navarro validated this effort, observing a historic imbalance where older demographics consistently vote at higher rates than youth, despite the fact that young citizens must live the longest with the long-term consequences of current policy decisions. She concluded by praising Naqica for taking on formal commissioner and committee responsibilities at an age when most individuals are entirely disconnected from governance.

Member Jeane made a motion to extend the meeting to midnight with all in favor.

*10.3 Recognition of National Arab American Heritage Month
(Board Member Jasjit Singh)*

This item was pulled during agenda adoption.

*10.4 Summer Matters 2025 Academics and Enrichment
(Manpreet Kaur, Leslie Hernandez, & Daniel Rolleri)*

This item was postponed.

*10.5 Process for Changing School Site Mascots
(Nathaniel Browning)*

Nathaniel Browning presented the district's proposed mascot-change policy to comply with Assembly Bill 3074, which mandates the retirement of all Native American mascots by July 1, 2026. Under this framework, all future mascot concepts must clear administrative legal screening before community discussions begin. Browning contrasted the financial and operational impacts between school levels. Elementary school transitions are straightforward and typically cost under \$3,000, following a four-step process of administrative notification, stakeholder engagement, an ADA visual-accessibility review, and final design approval for high-touch items like posters and marquees. Conversely, middle and high school changes require an extensive \$250,000 campus rebranding to replace athletic uniforms, store inventory, gym floor layouts, and facility murals. While secondary communities often resist changing legacy symbols, Browning noted the district must lead the transition if a mascot causes harm. The presentation concluded by noting that AB 3074 permits a phased timeline to manage secondary athletic and spirit-wear transitions respectfully. Pointing to past successes at Miwok Middle School and Umoja International

Academy, Browning emphasized that the district has a proven, collaborative model for navigating these complex structural changes. This was an information item.

Public Comment:

Lozen Miranda-Brightman

Maria Miranda

Xochitl Miranda

Wiconi Milk

Sarah Spinka

Dr. Daniel Spinka

Linda Sacks

Ignacio Taylor

Juno Tayaba

Margarita Radon

Viola Williams

Christina Prarie-Chicken Narvaez

Board Comment:

Member Singh thanked staff for the presentation and reiterated his long-standing position that the Native American mascot imagery at Hiram Johnson High School, which he represents, must be removed immediately. Drawing a personal parallel to the sacredness of keeping his own long hair and wearing a turban, he expressed empathy for the human impact and harm caused by the misappropriation of cultural symbols, regardless of intended honorifics.

Member Singh advocated for immediate action under state law to paint over, erase, and remove all prominent mascot imagery on the Hiram Johnson campus—including the large murals in the gymnasium, old cafeteria, and on the school podium—before initiating any site-level branding discussions. He urged the district to bypass public debates regarding whether the mascot should stay or go, citing highly polarized disputes in other districts like Fresno Unified. He stated bluntly that the opinions of non-Native American individuals should not dictate the retirement of Native American imagery.

Pointing out that the district has already proven its capacity for successful, inclusive transitions through recent name changes at Miwok and West Campus (Suyu) school sites, Member Singh emphasized that compliance should not be delayed by financial concerns, especially given the availability of state reimbursement avenues. He concluded by stating that removing these symbols is a basic step toward ensuring all students feel safe and welcome, and a necessary sign of respect given that the schools sit on indigenous land.

Member Rhodes noted that the board has already established clear alignment on addressing historical wrongs through the successful renaming of multiple schools. Framing the removal of the mascots as a "no-brainer" that the community already anticipates, he focused his inquiry on the implementation timeline. Rather than debating whether to remove the imagery, Member Rhodes requested a tangible outline of the schedule required to execute the stakeholder process and finalize the selection of a new school mascot name.

Member Rhodes stated that any depiction of Native American culture or regalia, including headdresses, is entirely unacceptable and that removing such imagery immediately is not in

question. He voiced strong alignment with Member Singh, asserting that the offensive items must be taken down as soon as possible.

Turning to the next steps, Member Rhodes requested details on the administration's plan to engage the local community in selecting a replacement mascot. Additionally, noting conflicting reports regarding funding, he requested that staff provide the board with a detailed memorandum, including a legal opinion, to clarify whether the district qualifies for state reimbursement for the transition costs. He concluded by reiterating his support for immediate removal, emphasizing that the board must continue down the path it has already established.

Member Benjamin requested a status update on the compliance timeline, noting that six years had passed since the state strengthened protections in 2020 and that the statutory deadline is 2026. While acknowledging the \$250,000 cost estimate for a complete secondary school rebranding, he questioned why the district cannot immediately purchase paint to cover up the large, disrespectful gym mural at Hiram Johnson High School. Member Benjamin urged the district to move forward with removing the offensive imagery as soon as possible, regardless of the broader, long-term rebranding process.

President Jeane sought clarification on the compliance deadline, noting that the current year is 2026. Staff confirmed that under the state legislation, the hard deadline to retire the mascots is July 1st, meaning the district is on a very tight timeline to achieve compliance. President Jeane emphasized that this deadline is non-negotiable and asked about the school site's current readiness and whether they had begun discussions regarding the change.

Staff reported having multiple conversations with the school site over the last few years, noting that campus community members express mixed emotions. Staff compared the sentiment to the friction experienced during the recent Miwok and Umoja renaming processes, explaining that legacy mascots are tied deeply to school identity for certain communities. Staff concluded, however, that despite these mixed emotions, the district is legally obligated to comply with the law.

President Jeane emphasized that compliance with the law is mandatory and expressed disappointment regarding the ambivalence in the current administrative policy regarding who initiates the mascot-change process. She noted that school sites should have been directed to grapple with the statute immediately after its passage rather than waiting for board intervention. President Jeane stated that given the consensus and head nods from the trustees, official board direction was being given to ensure the district is fully compliant with the law by the July 1st deadline.

While acknowledging staff's sensitive approach toward potentially redefining the "Warrior" mascot name, President Jeane expressed concern that such a debate might prolong difficult conversations and place an undue burden on the community. She requested an expedited timeline to ensure all offensive imagery and murals are painted over or removed by July 1st.

Reflecting on her personal experience as a teacher and her pride in her own school's unique mascot identity, President Jeane validated the deep cultural ties communities form with their symbols. However, she concluded that Hiram Johnson High School must now focus on redefining its contemporary culture and moving forward with a new mascot free from cultural appropriation, reinforcing that definitive board direction had been established.

Member Ybarra emphasized that no individual or community sentiments supersede state law or the explicit requests of the directly impacted Native American community. Speaking from her perspective as a heavily invested mother of two Hiram Johnson High School graduates, she confidently asserted that the broader community feeding into the school aligns with the board's position to remove the offensive imagery. However, she noted that the district must still execute a formal stakeholder process to provide a transparent public forum where the community can openly voice this alignment and guide the transition forward.

Member Singh closed the discussion by clarifying that while the board is leaning on state law for compliance, the trustees possess the moral compass to remove these symbols regardless of legal mandates, as demonstrated by previous school renaming efforts. He reiterated that his desired timeline focuses on immediate removal and "paintbrushes" to cover the offensive imagery.

Member Singh emphasized the importance of a transparent process that directly involves Hiram Johnson High School students—both Native and non-Native allies—who have actively signed petitions advocating for change. He stated that the community engagement process should clearly define boundaries: it should bar debates over keeping the imagery, while warmly welcoming stakeholders to collaborate on a positive, transformative rebranding. Finally, he called for the elimination of all related traditions, noting that the use of a giant war drum to open football games is an inappropriate cultural appropriation that will not receive exceptions or carveouts. He concluded by stating that the administration has clear direction to remove all elements that appropriate indigenous culture.

10.6 SCUSD English Language Advisory Committee (ELAC)
Implementation Update (Dr. Olga Simms)

This item was postponed.

10.7 Visual and Performing Arts Update (Bryan Stroh)

Bryan Stroh presented a Prop 28 high level overview, expanding access across SCUSD, building pathways, rebuilding the foundation, building a districtwide arts system, sustainability and next steps. This was an information item.

Public Comment:

Christopher Tindel Paddock

Janelle Wells

Chea Kim

Munkljin Temuujin

Morrissey Ngo

Sophie Fassler

Owen Rodda

Cyrus Debrand

Khongpeng Thao

Megan Wygant

Denae Pruner

Anastasia Dolotov

Board Comment:

Member Benjamin shared his personal history as a product of the Sacramento City Unified School District, recounting his time playing clarinet at Tahoe Elementary, drumming at Cal Middle School, and participating in the impact school program at Sacramento High School. He emphasized that arts education is foundational, stating that a educational system failing to produce the next generation of visual, theatrical, and musical artists falls short of true education. Referencing slide nine regarding sustainability, Member Benjamin inquired whether the VAPA department has explored utilizing "teaching artists"—local, community-based musicians and visual artists—to mitigate the current art teacher shortage. He suggested that the district establish a database of these local creators, noting that while they may lack formal teaching credentials, they are trusted neighborhood adults who can effectively fill instruction gaps under a certified teacher of record.

Member Singh focused on the state funding mechanisms impacting the district's arts programming, specifically highlighting Proposition 98 and Proposition 28. He noted ongoing advocacy at the state level to release withheld Prop 98 funds following a state budget correction, which should directly support local music programs. He drew a parallel between music programs and sports, arguing that extracurricular activities are vital to the overall school experience and student retention. Member Singh asked staff to clarify the structural differences between cutting an arts program versus the ongoing staff reassignments. He explicitly requested data on remaining unspent Prop 28 and Prop 98 funds and asked if staff could explore legally shifting personnel lines from Local Control Funding Formula (LCFF) funding into restricted proposition accounts. He emphasized that the district must maximize restricted funding to protect credentialed site-level teachers before drawing from unrestricted general funds.

Member Kayatta voiced strong support for the arts, noting that his own formative K-12 memories were entirely rooted in music and the arts rather than sports. He stated that the board had not directed any cuts to arts education and requested absolute clarity regarding what information was being communicated to the public, as anxieties spread rapidly through the tight-knit arts community.

Staff clarified the operational distinction between Proposition 28 funds and standard LCFF dollars. The board's previous directive to reduce central department budgets by 20% applied strictly to unrestricted LCFF dollars, which eliminated central office positions, specifically a VAPA coordinator and six to seven itinerant middle school VAPA teachers. Because Proposition 28 explicit guidelines prohibit using the restricted funds to supplant or backfill general fund cuts, the district cannot use Prop 28 money to restore those lost LCFF lines. However, due to district seniority rules, the central office reductions triggered a "bumping" chain reaction, forcing senior teachers into roles previously occupied by newer teachers hired under Prop 28. Staff confirmed that individual school site budgets were not subjected to the 20% central office reduction model, meaning individual school sites did not lose arts allocations in the same manner. Member Kayatta acknowledged that while the board did not intend to target the arts, the cascading seniority bumping has altered site-level staff, often replacing dedicated instructors with individuals possessing different skill sets.

Member Navarro thanked the VAPA staff for their resilience and shared insight from MIT neuroscience research regarding cognitive development. She highlighted that learning a musical instrument in early childhood offers superior structural, functional, and cognitive brain-wiring

benefits—specifically enhancing executive functions, working memory, and speech processing—surpassing the cognitive benefits of learning to code at an early age.

Member Ybarra requested that staff provide the explicit links and documentation for the state trailer bills governing Proposition 98 and Proposition 28. Expressing a deep interest in policy mechanics, she stated that reviewing the formal legislative text would allow the board to fully understand the legal parameters surrounding "supplement versus supplant" rules, enabling the district to think as creatively and resourcefully as possible within compliance boundaries.

10.8 Approve Contracts Report > \$15,000 (Lisa Grant-Dawson)

Lisa Grant-Dawson yielded time back to President Jeane to see if there were any questions regarding the contracts report. This was an action item.

Public Comment:

No public comment

Board Comment:

Member Kayatta pulled an item from the agenda regarding a \$22,000 expenditure to the Sacramento County Office of Education (SCOE) for Leonardo da Vinci Elementary School. Referencing a separate SCOE expenditure for Sly Park on the same page, he stated that delaying this specific item would align with prior board direction. Member Kayatta noted that he had previously submitted questions to staff regarding the contract and recommended that the board defer and reconsider the Leonardo da Vinci Elementary expenditure until after July 1st.

President Jeane reiterated that the SCOE item will be pulled.

President Jeane entertained a motion with the exclusion of the SCOE contract in the amount of \$22,000. Member Kayatta made a motion with a second from Member Ybarra. The Board voted 7-0 with Student Member Ybarra absent.

11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE

11.1 Fiscal Solvency Plan Update and Recommendations (Cabinet Members)

The presentation opened with an examination of the four primary structural drivers of the district's financial imbalance, which include ongoing enrollment declines, rigid labor contract compensation ratios, accelerating special education costs, and a historical lack of a structural deficit reduction plan. Although enrollment trends indicate a slight leveling off, leadership projects a realistic fiscal recovery timeline between 2031 and 2033, assuming the district successfully manages special education cost trajectories, aligns future labor contracts with fiscal realities, and implements strategic facilities consolidation. To bridge the gap toward recovery, leadership outlined intermediate steps for the upcoming year, including commissioning a special education fiscal efficiency audit, filling the vacant Chief Business Officer position, introducing an attendance recovery initiative to improve Average Daily Attendance revenue, and launching community engagement regarding facilities maximization.

Deputy Superintendent Mary detailed the data-driven methodology utilized over the past eight weeks to review all non-site-based functions within the Cerna Center. Central leadership

conducted a comprehensive inventory of active job descriptions, evaluating responsibilities against statutory mandates, Education Code, and collective bargaining agreements to identify hidden efficiencies and eliminate redundant processes. This systemic analysis formed the baseline for the restructuring scenarios developed for the 2026–2027 school year.

The Interim Chief Academic Officer reviewed the structural and financial variations across the five analyzed operational models. Scenario A represents the status quo baseline of 845 Full-Time Equivalent positions at an annual cost of \$132 million, which leadership rejected as unsustainable. Scenario B applied the board's directive for a 20% budget reduction and a cap of 270 administrators, resulting in 724 FTEs at a cost of \$111 million, but it relied on an arbitrary quota system rather than a functional redesign. Scenario C was utilized internally as a compliance-first stress test to establish absolute baseline staffing needs. Scenario D modeled the deepest possible cuts, reducing staffing to approximately 600 FTEs at a cost of \$93 million; however, leadership designated this as an unsafe model that risks the forfeiture or mandatory payback of grant and Title funding, compromises student and staff safety, and exposes the district to severe legal liabilities and operational delays.

Leadership formally recommended the adoption of Scenario E, which synthesizes the numerical targets of Scenario B with the compliance safeguards identified in Scenario C. This recommended model reduces the central office footprint by approximately 136 FTEs, yielding an annual cost savings of roughly \$24 million for the 2026–2027 school year. Unlike the quota-driven models, Scenario E is a surgical redesign that honors the administrator cap while actively preserving critical oversight positions for grant management, special education compliance, essential facilities infrastructure, and core campus safety functions, thereby preventing administrative burdens from shifting onto school sites.

The presentation concluded with an acknowledgment of the profound human impact associated with these structural reductions. Leadership emphasized that these decisions represent difficult personal costs for affected colleagues and expressed gratitude for the professionalism and cooperation displayed by staff throughout the diagnostic process. Cabinet members are currently conducting sensitive individual conversations with impacted personnel. The completed organizational charts are scheduled for public release next week, ahead of the final layoff list submission to the board for formal action on May 7th. The full proposed organizational charts will be published next week, and the final layoff list will be brought to the Board of Education for official approval at the meeting on May 7th. This was an information item.

Public Comment:

No public comment

Board Comment:

Member Singh expressed appreciation for the mindfulness and thoughtfulness shown by staff during this difficult process, acknowledging the heavy personal toll these decisions take on employees and the community. Regarding core programming, Member Singh noted that recent community emails highlighted ongoing concerns with student enrollment processing and school safety, emphasizing that these foundational services must remain stable.

Member Singh commended the cabinet for delivering a recommendation that exceeded the board's original directive of a 20% budget reduction and a 270-administrator cap, noting that Scenario E achieves a higher overall cost savings than the original targets. Drawing on professional

experience as an attorney and observations from serving on the school board, Member Singh validated the functional differences between Scenarios D and E. Member Singh cautioned that making overly aggressive cuts often results in a net financial loss due to subsequent litigation and the high cost of contracting out unfulfilled duties, concluding that keeping qualified personnel in-house to perform mandated work is a more fiscally sound approach. Ultimately, Member Singh voiced strong support and appreciation for the staff's recommendation of Scenario E, citing the goodwill demonstrated by the team's thorough analysis.

Member Navarro acknowledged the immense difficulty of the restructuring work and reinforced the importance of recognizing the human impact on district employees, stating a sense of pride in the board's historical commitment to taking care of its staff.

Member Navarro then shifted the discussion to a decision made in November regarding facilities, specifically the board's vote to close Edward Kelly, a parent participation school, while keeping Tahoe Elementary School open. Member Navarro noted that because of an extended absence from the board from November through late February, the exact numbers and rationale behind keeping Tahoe open had not been made clear or discussed publicly to their knowledge. To properly communicate and explain these decisions to constituents, Member Navarro requested that staff compile and present the financial and operational data regarding these school site decisions at the next board meeting.

Member Navarro acknowledged the immense difficulty of the restructuring work and reinforced the importance of recognizing the human impact on district employees, stating a sense of pride in the board's historical commitment to taking care of its staff.

Member Kayatta returned the discussion to the presentation, thanking staff for providing the big-picture context necessary to understand the district's next operational steps. Member Kayatta emphasized the importance of transparency with the public regarding the timeline for recovery, noting that the district's structural deficit was built over decades and cannot be resolved overnight. Unlike a private corporation that can instantly eliminate unprofitable product lines, a public school district must prioritize its core mission of educating children, making a gradual spending correction the only responsible path forward.

Member Kayatta confirmed with staff that the board's primary objective for the evening was to provide clear directional guidance on the presented scenarios. Voicing full support for Scenario E, Member Kayatta noted that this surgical framework fulfills the core objectives the board requested over a year ago during contract negotiations. While acknowledging past friction and communication gaps with former fiscal leadership, Member Kayatta clarified that the previously proposed administrator cap of 270 was always intended as a data-backed historical reference point rather than an inflexible directive. Member Kayatta urged the current cabinet to seek immediate clarification in the future if board directives ever seem unclear.

Concluding the remarks, Member Kayatta pushed for swift implementation and demanded that the detailed organizational charts and specific position impacts be released publicly well in advance of the final layoff notices so that staff and the community have full visibility into the changes.

Member Rhodes kept his comments brief, aligning with their colleagues in full agreement with the recommendation of Scenario E. Member Rhodes emphasized the critical importance of handling the upcoming transition with extreme care, specifically highlighting the need for ongoing,

deliberate communication with impacted staff and labor partners regarding the direct effects of the restructuring. Acknowledging previous conversations with Deputy Superintendent Mary, Member Rhodes expressed appreciation for the cabinet's strategic and compassionate approach to managing this difficult process and looked forward to the final vote.

Board President Jeane shared a personal reflection on the restructuring journey, using a weight-loss analogy to contrast rapid, painful adjustments with gradual, sustainable long-term change. President Jeane noted that while a slower pace is typically more manageable, the crisis of the past two months has forced the district onto a fast track that is inherently painful and will remain so as implementation begins.

President Jeane thanked the cabinet and staff for their willingness to engage in heart-wrenching, hours-long planning sessions. Acknowledging that the transition from planning to system-wide implementation will make community fears and concerns tangible, President Jeane commended the leadership team for their care and diligence. In alignment with the rest of the board, President Jeane voiced full support for Scenario E and directed staff to move forward.

Superintendent McArn concluded the item by expressing profound gratitude to the five-member cabinet team for their exceptional, iterative work under heavy and difficult circumstances. Superintendent McCarn appreciated the board's use of the term "surgical" to describe the recommended plan, noting that it accurately reflects the depth of the team's countless planning conversations.

Looking ahead, Superintendent McArn echoed Board Member Rhodes' comments regarding the next phases of implementation. As the restructuring expands, the administration remains committed to inviting the expertise and operational knowledge of impacted stakeholders to guide how the plan is unrolled across the system.

11.2 Approve Adult Education Calendar 2026-2027 School Year (Dan Schallock)

Dan Schallock presented the proposed charter academic calendars for the current year, noting that they span across multiple agenda numbers. The first specific calendar presented for approval was the Adult Education Academic Calendar under Item 11.2.

Mr. Schallock highlighted the collaborative development process for these calendars. The final drafts represent the combined efforts of the employee relations team and central office leadership, heavily informed by Amanda Goldman from innovative schools as well as individual site leaders from the charter schools. The process also included active negotiation and engagement with the organization's labor partner.

For this specific adult education calendar, the proposed schedule establishes a school start date of August 11th and a concluding date of May 20th. The recommendation is to approve the calendar. This was an action item.

Public Comment:

No public comment

Board Comment:

No Board comment

Member Kayatta made a motion with a second from Member Ybarra. The Board voted 7-0 with Student Member Kemper absent.

*11.3 Approve Bowling Green Charter Schools Calendar 2026–2027
School Year (Dan Schallock)*

Dan Schallock presented the next charter academic calendar for consideration. He noted that this specific calendar closely aligns with the traditional academic schedule. It features a start date of August 11th and concludes at the end of the school term on May 27th. The recommendation is to approve the calendar. This was an action item.

Public Comment:

No public comment

Board Comment:

No Board comment

Member Ybarra made a motion with a second from Member Navarro. The Board voted 7-0 with Student Member Kemper absent.

*11.4 Approve New Joseph Bonnheim Community Charter School
Calendar 2026–2027 School Year (Dan Schallock)*

Dan Schallock presented the New Joseph Bonnheim Community Charter School calendar for the Board's consideration. This calendar features an earlier start date, scheduled for July 30th. It aligns with the traditional academic calendar for its conclusion, with a final date of May 27th. The recommendation is to approve the calendar. This was an action item.

Public Comment:

No public comment

Board Comment:

Member Ybarra asked Mr. Schallock to explain to the public why New Joseph Bonnheim is starting on the July 30th versus August 11th start date.

Member Ybarra made a motion with a second from Member Navarro. The Board voted 7-0 with Student Member Kemper absent.

*11.5 Approve Sacramento New Technology Early College High
School Calendar 2026–2027 School Year (Dan Schallock)*

Dan Schallock presented the academic calendar for Sacramento New Tech. He explained that, similar to previous items, this charter schedule features a unique structure due to a variation in operational days. Specifically, this calendar is built around 175 instructional days rather than the traditional 180 days. While the school maintains the standard calendar timeline with a start date of August 11th and a concluding date at the end of the term, the scheduling accounts for the five fewer required days by incorporating an extra week off during the winter break period to align with their

approved charter guidelines. The recommendation is to approve the calendar. This was an action item.

Public Comment:

No public comment

Board Comment:

No Board comment

Member Ybarra made a motion with a second from Member Navarro. The Board voted 7-0 with Student Member Kemper absent.

11.6 Approve The MET Sacramento Calendar 2026–2027 School Year (Dan Schallock)

Dan Schallock presented the academic calendar for The Met. This calendar maintains the standard 180 instructional days, but features a modified timeline compared to the traditional schedule.

To accommodate their specific formatting, the school will begin its term one week earlier than the traditional calendar, with an official start date of August 4th. This earlier start allows the school to incorporate an extra week off during the winter break period while still aligning with the traditional calendar's final end date. The recommendation is to approve the calendar. This was an action item.

Public Comment:

No public comment

Board Comment:

No Board comment

Member Ybarra made a motion with a second from Member Navarro. The Board voted 7-0 with Student Member Kemper absent.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

12.1 Business and Financial Information: Enrollment and Attendance Report, Month 6, Ending Friday, February 13, 2026 (Lisa Grant-Dawson)

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

✓ *May 7, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

✓ *May 21, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

14.0 *ADJOURNMENT*

The meeting was adjourned at 11:50 p.m.

Cancy McArn, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 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# 8.1j

Meeting Date: June 4, 2026

Subject: Approve Minutes for the May 7, 2026, Regular Board of Education Meeting

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

Division: Superintendent's Office

Recommendation: Approve Minutes for the May 7, 2026, Regular Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Empowerment

Documents Attached:

1. Minutes of the May 7, 2026, Regular Board of Education Meeting

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent



Putting
Children
First

BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Tara Jeane, President (Trustee Area 1)
Taylor Kayatta, Vice President (Trustee Area 6)
April Ybarra, Second Vice President (Trustee Area 4)
Jasjit Singh (Trustee Area 2)
Jose Navarro (Trustee Area 3)
Chinua Rhodes (Trustee Area 5)
Michael Benjamin (Trustee Area 7)
Maggie Kemper, Student Board Member

Thursday, May 7, 2026

4:45 p.m. Closed Session

6:15 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

MINUTES

2025/26-27

Allotted Time

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:57 p.m.

Members Present:

*Member Benjamin
Member Jeane
Member Kayatta
Member Navarro
Member Rhodes
Member Singh
Member Ybarra*

Members Absent:

None

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

No public comment

3.0 CLOSED SESSION

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

3.1 Government Code 54956.9 - Conference with Legal Counsel:

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9 (One Potential Case)*
- b) *Existing litigation pursuant to subdivision (d)(1) of Government Code section 54956.9 (OAH Case No. 2026020171, OAH Case No. 2025120803, OAH Case No. 2025110133)*

- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining SCTA SEIU, TCS, Teamsters, UPE, Non-Represented/Confidential Management (Cancy McArn)*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Complaint*
- 3.4 *Government Code section 54957—Public Employment, Evaluation, Appointment Title: Superintendent*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:37 p.m.

- 4.1 *The Pledge of Allegiance*
- 4.2 *Broadcast Statement*
- 4.3 *Stellar Student introduced by Board Member Chinua Rhodes*

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

There were 3 announcements that came out of close session.

- *The Board approved a settlement agreement related to OAH case number 2025120803 in the amount of \$20,750 by a vote of 6 to 1 with Member Kayata voting against the action.*
- *The Board approved a settlement agreement related to OAH case number 2026020171 in the amount of \$24,000 by a vote of 6-1 with Member Kayata voting against the action.*
- *The Board approved a settlement agreement related to OAH case number 202510133 in the amount of \$40,000 by a vote of 7-0..*

6.0 AGENDA ADOPTION

The Board adopted the agenda unanimously.

7.0 PUBLIC COMMENT

15 minutes

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Public comment may be (1) emailed to publiccomment@scusd.edu; (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.

Amanda Chapman
Marla Clayton Johnson
Alison Alexander
Lauren Ledesma
Wendy Bogdan
Emily Toggart
Garrett Kirkland
Karen Young
Steve Bruno

8.0 CONSENT AGENDA

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

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
(Lisa Grant-Dawson)

8.1b Approve Personnel Transactions (Jake Hansen)

8.1c Approve C.K. McClatchy Jr. Pro Dance Convention in Scottsdale, AZ
(Mary Hardin Young & Lynne Tafoya)

8.1d Approved SETA Head Start Resolution Authorizing Execution of Delegate Agency Agreement (Erin Findley)

8.1e Approve Disposal of Curriculum Materials (Erin Findley)

8.1f Approve Resolution No. 3579 Authorizing Purchase Of Property; Approving California Environmental Quality Act Exemption; And Authorizing Staff To File A Notice Of Exemption With The County Clerk And State Clearinghouse
(Chris Ralston)

8.1g Approve Resolution No. 3583: Resolution Regarding Board Stipends
(Superintendent Cancy McArn)

8.1h Approve Resolution No. 3584: Resolution Regarding Board Stipends
(Superintendent Cancy McArn)

8.1i Approve Labor Partner Agreements (Dan Schallock)

This is an action item.

Public Comment:
Lilian Rufsvold
Ronda Rufsvold
Heather Simoni

Board Comment:
No Board comment

Member Kayatta made a motion to approve the consent agenda with a second from President Jeane. The Board voted 7-0 with a student preferential “yes” vote.

9.0 COMMUNICATIONS

9.1 Employee Organization Reports:

- *SCTA- Nikki Davis Milevsky, President of the Sacramento City Teachers Association, expressed serious concerns regarding the transparency and accuracy of the district’s fiscal data. Ms. Davis Milevsky questioned why a formal fiscal recovery plan update and position control report were missing from the agenda, noting that the board is being asked to authorize final layoff notices and a central office reorganization without knowing the actual savings or systemic impacts of cuts implemented since November 2025.*

Ms. Davis Milevsky stated that despite explicit board directives to protect the classroom, significant reductions have harmed student programs across three major departments. Specifically, Early Learning and Care eliminated six classrooms, and the Visual and Performing Arts program cut traveling music teachers, resulting in six layoffs and a dismantled middle school music curriculum. Furthermore, the Career Technical Education (CTE) department cut four student classes, including the building and construction program at American Legion High School, which subsequently displaced a newly hired female trades teacher at Burbank High School. Ms. Davis Milevsky questioned the integrity of these decisions, noting that the proposed reorganization chart maintains all five administrative positions within the CTE department despite there being fewer student programs left for those managers to supervise.

Turning to financial oversight, Ms. Davis Milevsky asserted that the upcoming FCMAT cash flow presentation is already outdated because it fails to incorporate \$14.5 million in medical funds from a conceptual agreement, potential OPEB savings, central office restructuring reductions, and current state budget assumptions. She strongly criticized external oversight entities—including the FCMAT CEO, the SCOE fiscal adviser, the SCOE superintendent, and the interim CBO—stating they have failed to provide the basic financial analysis required for informed decision-making. Ms. Davis Milevsky concluded by stating that while SCTA has full confidence in Superintendent McArn and the board's commitment to avoiding insolvency, they can only navigate this crisis intelligently if the administration provides accurate, up-to-date, and timely fiscal data.

- *SEIU- A representative from SEIU emphasized the deep anxiety felt by union members and noted that the final impact of the 476 classified notices hinges entirely on which reorganization scenario is adopted.*

The representative asserted that the district's primary financial driver is overspending on outside contractors and legal fees, rather than staff

salaries. Last year, the district spent \$156 million on services and operating expenditures, which represents 144% of the statewide average and nearly 50% more than comparable districts. Current-year projections show that category ballooning to \$188 million despite an initial budget of \$63 million. Furthermore, the district spent \$102 million on contracted-out services for instructional and support activities in fiscal year 2024–2025, which is projected to rise to \$108 million this year, far outweighing Scenario E’s projected \$30 million in savings.

Based on a preliminary 36-hour review of Scenario E, the union highlighted several severe operational vulnerabilities across key departments. In Curriculum and Instruction, reducing the Professional Development Specialist to 0.5 Full-Time Equivalent (FTE) infringes on contractually required duties and violates labor laws regarding union release time. Additionally, downgrading an Office Technician 3 to an Office Technician 2 compromises Literacy/ELA, while Multilingual Literacy remains understaffed. In Business Services, eliminating a Buyer 1 position leaves a single Buyer 2 to absorb a \$500,000 supply portfolio on top of travel, field trip, and charter expenses. Cutting Accounting Specialists from three to two will delay fund processing and school ASB checks, while halving Fund Specialists from four to two leaves school sites structurally unsupported. The loss of an Accounts Payable Fiscal Service Technician will further stall vendor and employee reimbursements.

Further concerns were raised regarding Health Services, where rebranding Health Services Technicians and Clerks as general Office Technicians strips the specialized healthcare experience requirement, effectively laying off current specialized staff who lack bumping rights. Halving the clerical staff will force school nurses to absorb their own data entry and scheduling, crippling the hearing and vision screening teams at a time when nurse and health aid positions are expanding. In Student and Youth Support Services, eliminating the Pupil Personnel Records Technician, a student records position that has handled 2,600 transcript requests since July, and the Student Hearing and Placement Office will halt vital student support operations. In Youth Services, expiring TUPE grants are resulting in the elimination of Foster Youth Program Associates and specialist positions.

In Special Education and Technology, rebranding Academic Learning Tools to supervisors and eliminating a critical Fund Specialist goes against previous departmental assurances. Meanwhile, cutting Site Computer Support Technicians 1 and 2 directly harms classroom operations by severely delaying on-site technical assistance. In Enrollment and Communications, drastic hour reductions for assessors and translators will disenfranchise non-English-speaking families, while admissions technicians are being cut by half. Conversely, the communications chart features an unnecessary Manager 2 position with no direct reports.

The representative criticized the administration for a lack of transparency, noting that neither the union nor the board has received a complete list of cut positions or their exact dollar values. SEIU urged the board to delay voting until full data is provided and an opportunity for comprehensive administrative meet-and-confer sessions occurs. If the missing data is not

provided, the union strongly urged the board to reject Scenario E and instead adopt Scenario B, which satisfies the board's structural mandates while preserving more vital classified student-support positions.

- *TCS- No update*
- *Teamsters- No update*
- *UPE*
AFSA Local 154-AFL-CIO- Marla Van Lanningham, Secretary-Treasurer of UPE, addressed the board to highlight a contradiction in the evening's proceedings, noting that the board is celebrating the dedication of administrators while simultaneously approving layoffs that eliminate vital UPE positions. Ms. Van Lanningham opened with a procedural query regarding equity in public comment allotments, requesting an email clarification on why certain bargaining units receive fifteen minutes to speak while UPE is restricted to three minutes.

Ms. Van Lanningham warned that the loss of these leaders will have immediate, lasting consequences for school communities, as their essential workloads cannot simply be absorbed by remaining staff or site administrators who are already stretched beyond capacity. She stated that the district's current financial crisis did not arise overnight but is the result of years of systemic strains, creating a culture of instability over the past year that threatens both students and employees. Ahead of the upcoming FCMAT presentation, UPE urged the board to act thoughtfully, decisively, and without further political delay to restore stability, cautioning that postponing difficult decisions only amplifies the risks to the district.

Despite these ongoing challenges, Ms. Van Lanningham affirmed that UPE continues to negotiate with the district this week in good faith and with full transparency. She concluded by advocating for fair, respectful, and equitable contracts for UPE members, emphasizing that the union will no longer accept agreements that place its members at a disadvantage compared to other labor partners, and reaffirmed UPE's commitment to collaborative problem-solving to strengthen the school community.

9.2 District Advisory Committees:

- *Student Advisory Council- No update*
- *Community Advisory Committee- No update*
- *District English Learner Advisory Committee- No update*
- *Local Control Accountability Plan/Parent Advisory Committee- No update*
- *Black/African American Advisory Board-Terence Gladney, Chair of the Black African-American Advisory Board, addressed the board to highlight how shifting district structures directly impact the capacity of advisory committees to represent student demographics. Mr. Gladney noted that while the restructuring plan eliminates positions by title, it fails to capture the true operational and cultural impact of those roles. He cited the example of Dr. Tiffany Smith-Simmons, emphasizing that her formal role description did not reflect her*

extensive work recruiting HBCU graduates to the district and creating a supportive environment for Black and African-American educators, families, and students within the Serna Center and school sites.

Mr. Gladney expressed concern regarding the reduction of classified staff hours directly at school sites, noting that these cuts contradict the board's directive to keep reductions away from classrooms. He warned that lowering hours below a living wage and benefits threshold would harm individuals who hold deep, personal relationships with students and families, causing long-term damage to school communities. Furthermore, while the restructuring plan includes dedicated support for the Black Parallel School Board Action Plan, the B/AAAB requested equivalent dedicated support for its own preceding recommendations, alongside a prioritized commitment to implementing and expanding African-American Studies.

To ensure accountability and equity, the B/AAAB requested a pre- and post-restructuring comparison of Black and African-American staff representation across both school sites and the Cerna Center. Concluding his remarks, Mr. Gladney called on Superintendent McArn and the board to formally reaffirm the role, existence, and priority of the B/AAAB under the current administration, extending this reaffirmation to the committee's board and staff liaison roles.

- *Community Schools Advisory Committee- Saralyn Bienvenue updated the Board on recent activities across the district's seventeen community school sites, noting that over 150 events, leadership committee meetings, and specialized activities are taking place this month. Ms. Bienvenue stated that the department's primary focus for the remainder of the school year is successfully completing its annual performance report (APR) and sustainability report, and thanked the board for their continued support.*
- *American Indian Education Program Parent Committee- No update*
- *Restorative Justice Committee- Daniel Roller updated the Board on the most recent Restorative Justice Committee meeting, where they presented a comprehensive overview of the district's active restorative practices, including its established working definition and foundational work generated to date. The presentation served to align staff and community members ahead of the fall, when the committee plans to submit formal recommendations to the board for advancing and scaling restorative practices districtwide. The department will host two upcoming virtual meetings to analyze existing operational frameworks and identify systemic leverage points to enhance these practices across all school sites.*

Owen Naqica, Student Advisory Council member, and Restorative Justice Committee member, spoke from the youth perspective regarding policy integration. Owen reported that after reviewing potentially outdated board policies during their April meeting, the committee decided to pivot away from drafting entirely new, standalone policies, recognizing that the California School Boards Association (CSBA) is already assisting the district with updating its general policies to meet federal and state requirements. Instead, the committee will evaluate existing board policies to determine where

restorative justice principles can be seamlessly incorporated and to clarify how current policies intersect with the committee's mission. Serving as a youth liaison, Owen will continue gathering student perspectives on current district systems to help shape the comprehensive proposal being brought to the board this fall.

9.3 Board Ad Hoc Committee Reports

- *Special Education Committee- Member Ybarra provided a brief update regarding the district's ongoing outreach initiatives. The speaker reported that while there was no formal document to submit for the evening, staff are actively transitioning into the next phase of their strategic plan, which focuses heavily on integrating greater community input. Acknowledging strong feedback from the public, the upcoming phase will directly invite and incorporate the voices of labor partners, parents, and other local stakeholders who have expressed a readiness to participate in these critical planning conversations.*
- *Board Policy Committee- President Jeane provided a brief update regarding the district's policy alignment, announcing that formal dates have officially been calendared for June. The upcoming three-day session will be dedicated to working alongside the California School Boards Association (CSBA) to update and align district policies with current state and federal mandates. The speaker expressed enthusiasm for completing this process and bringing the district's policy framework fully up to date.*
- *Budget Committee- Member Benjamin provided a brief update, stating that while there were no formal developments to report at this time, ongoing discussions regarding the district budget remain a primary focus. The speaker thanked the board and noted that previous board discussions and directives continue to heavily inform the committee's current conversations.*

9.4 Student Member Report (Maggie Kemper)- *Member Kemper addressed the board to recognize May as Mental Health Awareness Month, highlighting this year's theme of reducing stigma and fostering community support. The speaker emphasized the critical importance of prioritizing personal well-being amidst the daily stresses of school, work, and governance. To support families, the speaker promoted "Care Solace," a district-provided resource that connects students and parents with therapists, encouraging those in need to reach out to their school counselors for access. Additionally, the speaker expressed gratitude to Liz Sterba for her empathetic leadership and dedication while working alongside students on the Mental Health Wellness Council to improve student mental health services.*

Turning to general updates, the speaker announced that applications for the Student Advisory Council's 2026–2027 term have closed, yielding a record-breaking 58 applications. The upcoming cohort is projected to be the most diverse in the council's history, securing potential representation from every high school in the district, including first-time applicants from The Met, New Tech High School, and American Legion High School. The speaker noted that interviews and onboarding will commence shortly, and concluded by inviting the community to the May 21st board meeting, where the council will formally present a comprehensive recap of their research, initiatives, and progress from the current school year.

9.5 *Superintendent's Report (Cancy McArn)- Superintendent McArn announced that enrollment is officially open for toddler and preschool classes, serving children ages 18 months to 5 years. The Early Learning and Care programs focus on language, social-emotional development, and foundational academic skills through play and hands-on exploration. Interested families can pick up application packets at the district's enrollment center. Additionally, the Superintendent reminded families that the final deadline to register for the Summer Matters program is tomorrow. The district is offering summer school options across all grade levels to reduce summer learning loss through academic enrichment, physical education, and social-emotional teamwork activities. Families can register online at scusd.edu/summer.*

In student achievements, Superintendent McArn congratulated the 11th-grade students from the School of Engineering and Sciences for taking first place overall at the SMUD Solar Regatta. The team outperformed 13 regional schools, earning top honors in the slalom competition, spirit presentation, and sustainability categories for their student-designed and built solar-powered boat.

Superintendent McArn concluded by acknowledging the immense emotional heaviness surrounding the Serna Center reorganization and the pending staffing reductions. Emphasizing that every full-time equivalent position in the district is vital, the Superintendent clarified that the structural changes are driven strictly by a serious fiscal crisis, a lack of funds, and legal seniority requirements. It was explicitly stated that these layoffs are a necessary response to the financial situation and not a reflection of employee performance or the quality of their dedication. The administration confirmed they would bring their formal recommendations to the board later in the meeting.

9.6 *President's Report (Tara Jeane)- Board President Jeane provided brief introductory remarks regarding the evening's agenda, noting that the meeting reflects two simultaneous realities for the district. President Jeane highlighted that the Board will take time to recognize and celebrate the month of May as a celebration of educators, honoring the dedication of principals, teachers, classified employees, nurses, school lunch heroes, and bus drivers. Alongside these celebrations, President Jeane acknowledged that the board will engage in very difficult but necessary conversations regarding the Black Parallel School Board action plan update, the upcoming FCMAT report, and the resolution on staffing layoffs, affirming the board's readiness to address these serious fiscal and structural challenges.*

9.7 *Information Sharing by Board Members- Member Navarro echoed the sentiments of Superintendent McArn and President Jeane regarding the difficult decisions facing the board. Member Navarro thanked district staff and fellow board members for collaborating to keep Edward Kemble Elementary School open for the upcoming school year. Through productive engagement with teachers and parents, a solution was found to allow the school to operate on a self-sustaining basis. Member Navarro noted that while significant work remains, the district hopes to host a community meeting shortly to clarify expectations and outline the next steps for the school's long-term sustainability.*

Member Singh announced that a community resource fair will be held at the Cerna Center on Monday from 3:00 p.m. to 7:00 p.m. Recognizing the district's multilingual population, Member Singh highlighted that enrollment support for CalKIDS college savings scholarships will be available in multiple languages, including English, Spanish, Dari, Farsi, Hindi, Hmong, Pashto, Punjabi, Russian, Ukrainian, and Vietnamese. These scholarships provide up to \$1,500 per eligible student. Member Singh expressed gratitude for the district's collaboration with community partners

to host the event and requested that staff issue a final promotional notice to encourage families to attend.

Member Benjamin echoed Member Navarro's appreciation for staff efforts regarding the preservation of Edward Kemble Elementary. Looking ahead to the summer recess, Member Benjamin highlighted the third annual "Above the STEM" basketball camp, hosted at the Salvation Army on Alhambra Boulevard. The full-day camp runs from June 22nd through June 26th, from 8:00 a.m. to 5:00 p.m., and integrates science, technology, engineering, and math activities with athletic training. Member Benjamin encouraged interested parents to consider the program as an enrichment option for their youth.

10.0 SPECIAL PRESENTATION

10.1 Recognitions:

- *School Principals' Day-May 1 (IAS Team)*
- *School Lunch Hero Day-May 1 (TBD)*
- *National Teacher Appreciation Week- May 4-8 and California Day of the Teacher-May 13 (TBD)*
- *National School Nurse Week-May 6-12 (Noel Estacio)*
- *Classified School Employee Week- May 17-23 (TBD)*

Staff presented a series of recognitions honoring school staff across Sacramento City Unified for their dedication to student success and well-being, inviting present staff members from each group to stand and be honored by the Board.

The Board recognized National School Principal Day, celebrated on May 1st, by highlighting the critical responsibilities of principals who serve as educational visionaries, instructional leaders, budget managers, and student advocates. Working closely with teachers, these leaders maintain rigorous academic standards, secure accountability, and ensure safe, productive campus environments across all grade levels.

Staff also celebrated School Lunch Hero Week, praising the nutrition services team, kitchen staff, and warehouse personnel. Representatives noted that the district serves some of the freshest, healthiest meals in the country, which actively reduces chronic absenteeism, boosts academic performance, and supports overall student wellness.

In recognition of National Teacher Appreciation Week (May 4–8) and the upcoming California Day of the Teacher, educators were commended for their resilience, unwavering dedication, and the permanent positive impact they make on student lives. The community was encouraged to celebrate the passion and care teachers bring to their classrooms every day.

In honor of National School Nurse Day, a health services representative shared a report detailing the clinical impact of the district's nursing team. School nurses act as vital health advocates, managing complex student needs to remove barriers to learning and attendance. During the current school year, the team formulated emergency care plans for over 3,300 students, immunized 875 children to meet state enrollment mandates, provided 310 hours of daily direct care for 121 chronically ill students, and trained school office staff to handle life-saving medical situations.

Finally, staff highlighted Classified School Employee Week, scheduled for May 17–23. The district expressed deep gratitude to bus drivers, custodians, nutrition workers, office staff, instructional assistants, and security personnel. Staff emphasized that while these employees often work behind the scenes to keep facilities running smoothly and safely, academic achievement would be entirely impossible without their essential contributions. This was an information item.

Public Comment:

No public comment

Board Comment:

Member Singh voiced appreciation for the dedication of all district employees, giving a special recognition to Dr. McGregor, the principal of Umoja International Academy. Member Singh highlighted that Umoja is ranked as the number two or number three high school in Sacramento and thanked Dr. McGregor for her continued presence and leadership at the school site.

President Jeane emphasized that classroom instruction is only possible because of the vast network of support staff surrounding it. They noted that students rely on bus drivers for safe transportation, campus security for protection, and front office staff for building meaningful, personal relationships with families. They commended the district's diverse educators—including those in core academics, sports, music, and the arts—alongside health professionals, psychologists, counselors, and social workers who provide the essential care students need to learn.

Additionally, President Jeane praised school principals, acknowledging that campus leadership has grown increasingly difficult. They noted that a principal's support can fundamentally make or break a school year for teachers, thanking administrators for backing their staff members. In closing, President Jeane reminded the room that while governance often forces a focus on adult-centric operational issues, the ultimate passion and purpose of everyone within the district remains centered entirely on supporting the children.

*10.2 Summer Matters 2025 Academics and Enrichment
(Manpreet Kaur, Leslie Hernandez, & Daniel Rolleri)*

Manpreet Kaur, Director of Youth Development Support Services, alongside department colleagues, presented an overview of the district's upcoming four-week summer programming, which has been shortened due to the new August 11 school start date. To bridge child care gaps, the district is partnering with community organizations to offer extended care at four regional sites. All Summer Matters programs are funded through state and federal expanded learning grants (such as ELOP and 21st Century), while the Extended School Year (ESY) program is funded separately via special education allocations to meet federal mandates.

The summer schedule varies by grade level to accommodate family and academic needs. Elementary and K–8 programming will be hosted across 27 regional hubs, offering four hours of teacher-led academic intervention followed by a five-hour afternoon enrichment block run by community partners. Select hubs will co-locate both Summer Matters and ESY services. Responding to parent feedback, middle school programs will extend to six hours daily (8:00 a.m. to 2:00 p.m.) across four sites. High school programming will run for four hours daily at six comprehensive campuses, focusing strictly on credit recovery, A–G alignment, and bridge programs, with priority given to credit-deficient seniors.

Summer Matters registration was open from April 6 to May 8 for transitional kindergarten through 12th-grade students, with placement notifications sent between May and June. Conversely, ESY eligibility is determined continuously through the Individualized Education Program (IEP) process under the Individuals with Disabilities Education Act (IDEA), targeting students at risk of regression.

To support these operations, sites will be fully staffed with administrators, clerical staff, custodians, counselors, nurses, and instructional assistants, alongside specialized staff for ESY student goals. The district will provide legally mandated accommodations, including interpreters, one-on-one aids, and transportation for eligible unhoused youth and students with qualifying IEPs. Staff preparation includes a three-day professional learning series split between central office training and site-based preparation. Program success will ultimately be evaluated using attendance data, stakeholder feedback, math and literacy growth, credits recovered, and progress toward individual IEP goals. This was an information item.

Public Comment:

No public comment

Board Comment:

President Jeane noted that summer learning opportunities are vital for preventing academic gaps and maintaining a safe, fun environment. Staff confirmed that overall summer enrollment generally reaches about 4,500 students, with nearly 3,000 applications already submitted for the elementary and K–8 programs, excluding high school credit recovery.

Member Benjamin inquired about the procurement and selection criteria for the district's community providers. Staff explained that the Youth Development Support Services department utilizes a structured, two-step vetting process overseen by the contracts office. First, the district issues a Request for Qualifications in the fall for a minimum of 30 days. Applications are evaluated by three impartial readers, followed by reference checks and program site visits, a process taking 60 to 90 days to establish a Qualified Providers List. Staff noted that applications for the 2026–2027 school year are complete, and the upcoming fall window will apply to the 2027–2028 school year. Second, when a vacancy or new program opens, site principals convene an interview panel—consisting of parents, certificated teachers, and labor unit representatives—to select a vendor from that pre-qualified list. Member Benjamin emphasized that local community organizations are often trusted adults with deeply rooted ties to area youth, making them ideal campus partners. He suggested the district explore models where local trustees have a voice in selecting providers for their specific areas.

Member Kayata agreed, expressing interest in establishing a future policy that allows the Board more direct input in selecting both summer and year-round expanded learning providers to better reflect constituent feedback. Staff acknowledged the input, clarifying that while the decision currently rests with the principal's multi-stakeholder panel, they welcome future policy discussions.

- 10.3 *Update from the Independent Monitor for the Black Parallel School Board vs. SCUSD Settlement Agreement (Dr. Jaime Hernandez)*

Dr. Jaime Hernandez presented the updated Black Parallel School Board Action Plan following a five-month assessment of district-wide special education data and practices. The updated plan establishes 21 database-driven outcomes the district must achieve to build systemic self-monitoring capacity and eventually exit court oversight. To remedy severe disproportionalities affecting Black students with disabilities, the plan mandates a cultural shift away from punitive student removals and restrictive Special Day Class placements. Systemic adjustments will include streamlining duplicate departmental efforts, enhancing data governance, and reinforcing Multi-Tiered System of Supports frameworks to keep students in general education classrooms. Moving forward, the district is committed to a flexible, 18-month implementation roadmap that balances site-level intervention support with rigorous central accountability. This was an information item.

*Public Comment:
Carl Pinkston*

Board Comment:

Member Singh thanked past speakers and noted that board commentary often centers on improving instructional access at under-resourced campuses so they are no longer viewed negatively by families. He raised deep concerns regarding student suspension and expulsion trends, noting his history of voting against expulsions that fail to connect students with necessary support services. He argued that leaving disciplinary removals entirely to school-site discretion is problematic, which can lead to ballooning numbers that disproportionately target Black and brown students. He requested guidance on how the board could establish broader policies—such as structured behavioral guidelines for one, two, or three-day suspensions—to limit arbitrary site discretion without stripping campuses of their authority, especially when five-day suspensions often default straight into expulsions due to a lack of culturally competent, community-partnered interventions.

Dr. Hernandez confirmed high variability among site administrators regarding discipline, noting that every principal he interviewed admitted they lacked a behavior matrix but agreed the district was ready for one. He stated that it is incumbent upon the board to mandate standardized policies and procedures to minimize excessive discretion and ensure equitable discipline. He shared data showing that Black students are the most severely impacted by five-day suspensions, and that six out of seven disciplinary referrals currently result in student removal because site administrators are failing to utilize "other means of correction" first as intended by the California Education Code. To address this, he announced that the action plan will mandate strict tools like a suspension checklist forcing administrators to document prior corrective interventions before a child can be removed from campus. He also raised serious concerns regarding the widespread, improper use of informal suspensions across the district and emphasized the critical need for built-out, on-campus infrastructure to keep students in school.

Member Kayatta thanked Dr. Hernandez for a preliminary meeting earlier in the week, framing the plan's 21 database-driven outcomes as a roadmap to successfully graduate from the court settlement. Sharing his own family's traumatic initial entry into the district's special education system when his son was three, he fully invested himself as a board member, stating that true success is about doing right by students while simultaneously stopping the fiscal waste of failing them. He celebrated the news that his fifth-grade son may soon graduate from speech services, but openly expressed a common parental anxiety regarding the elimination of an IEP. He worried that without the formalized protection of an IEP, any lingering behavioral issues stemming from a child's disability might immediately trigger punitive out-of-school suspensions once they transition into junior high.

Member Rhodes supported Member Singh's call for board-level policy intervention to reshape site-level discipline. He shared a personal reflection of being a student in the district during the early 2000s, recalling how he was repeatedly given harsh five-day suspensions simply for being late to his first-period class after commuting across town via public transit. He noted that his father ultimately had to intervene to question why the school was denying his son an education over tardiness, illustrating that the district's punitive viewing of discipline has remained fundamentally unchanged for over two decades. He added that modern alternatives like in-house suspensions remain deeply flawed because students are still just sitting in a room without receiving an equitable education.

Member Ybarra stated that the presentation provided vital validation and confirmation for the ongoing concerns trustees regularly raise during confidential, closed-session expulsion hearings. She noted that board members frequently question what intervention processes were attempted before a student's case escalated to an expulsion. Expressing exhaustion over seeing repetitive expulsion cases originating from the exact same school sites, she urged the board to act on Dr. Hernandez's findings and reform district discipline policies as quickly as possible.

President Jeane acknowledged that hearing the same historical stories of student failure was heartbreaking and emphasized the board's growing focus on writing policies that enact tangible cultural change rather than just legal compliance. She noted that the board is currently undergoing a comprehensive three-day review process to ensure all local policies align with state and federal laws, but framed that as merely step one. She expressed enthusiasm for using the upcoming year to host rich conversations between the community, parents, students, and staff to update district policies with standardized matrices and consistency, aiming to eliminate the loss of student success currently caused by a punitive educational system.

10.4 Approve Contracts Report > \$15,000 (Lisa Grant-Dawson)

Lisa Grant-Dawson presented the contracts report for expenditures exceeding \$15,000, noting that no advance questions had been submitted by the trustees. She then opened the floor to the Board, yielding for any specific inquiries or clarifications regarding the listed contract items prior to the introduction of a formal approval motion. This was an action item.

Public Comment:

No public comment

Board Comment:

Member Singh inquired about the first line item at the top of the report funded by the unrestricted general fund, asking for clarification on whether the \$25,000 expense was for upcoming services, active services, or tied to that evening's presentation. He further questioned the necessity of the district making the payment if the County Office of Education was slated to reimburse the expense anyway, and asked if the district could expect to receive those matching reimbursement funds within the next eight weeks.

Lisa Grant-Dawson clarified that the \$25,000 contract represented a combination of past and ongoing services. She explained that the district must technically hold the formal agreement directly with the vendor, after which the district will invoice the county for full reimbursement. She confirmed that the county would have no issues reimbursing the district within the requested eight-

week timeframe, noting that this item was part of a broader series of ongoing support conversations held with the county since January.

Following the discussion, President Jeane called for a motion to approve the contracts report. Member Kayata moved to approve, which was seconded by Member Rhodes. The Board voted 7-0 with Student Member Kemper abstaining.

11.0 BOARD WORKSHOP/STRATEGIC INITIATIVE

11.1 FCMAT Report on SCUSD Cash Flow (Michael Fine & Erin Lillibridge)

FCMAT Chief Executive Officer Mike Fine and Lead Cash Flow Analyst Erin Lillibridge presented a critical cash flow analysis to the district board, emphasizing that a school district can easily appropriate funds for positions within an unbalanced budget, but cannot legally process payroll without actual liquid cash. Due to a chronic history of deficit spending and a failure to implement aggressive structural corrections dating back to pre-2020, the district has fully depleted its cash reserves, driving structural deficit spending to over \$217 million with a projected negative ending fund balance of -\$60.6 million. Layering the district's maximum internal and external borrowing options—consisting of a \$111.1 million county property tax advance and \$36.6 million from the Developer Fee Fund—over monthly spending trends reveals that the district will completely exhaust its cash and breach its legal borrowing limits by February. This insolvency timeline is expected to accelerate to January due to local decisions to rescind central office layoffs and handle unbudgeted employee separation liabilities, which are only partially offset by a projected \$51 million revenue upside from the state's upcoming May Revision. Because constitutional debt limits prevent the district from securing traditional commercial loans, FCMAT advised that the district's sole remaining recourse to avoid a catastrophic payroll failure is to immediately petition the California Legislature for emergency state cash advance language in the upcoming budget trailer bill before the legislative session ends in August. This was an information item.

Public Comment:

*Steve Bruno
Carl Pinkston*

Board Comment:

Member Singh acknowledged the alarming nature of the financial presentation but stressed the board's commitment to avoiding insolvency. Noting that the board operates on the data provided to them, Singh requested that all future reports include the most up-to-date numbers alongside visual aids like graphs and multi-year projections to model the outcomes of various board actions, such as payroll reductions. Singh strongly cautioned against a state takeover, noting it would lead to automated, severe cuts that would not protect any staff or bargaining units. Emphasizing that the current board is highly disciplined and ready to break from the status quo to make tough decisions, Singh concluded by asking the presenter for proactive, actionable recommendations to prevent insolvency rather than just timelines predicting its arrival.

Addressing Mr. Fine, Member Singh clarified that the board's disciplined efforts since March toward long-term funding changes should factor into current projections. Expressing a personal preference to wait until January or February to evaluate worst-case scenarios, Singh suggested that alternative borrowing avenues may exist that the district has not yet fully explored. Singh emphasized that because decisions are currently based on projections, a transparent public process

is essential. Consequently, the community and labor partners must see the third interim report and the 45-day revise to ensure full confidence in data accuracy before any drastic measures are taken. Singh concluded by stressing that ensuring labor partners trust the numbers will better facilitate the difficult conversations ahead, firmly stating that insolvency is not an option for anyone involved.

Member Kayatta offered a brief piece of advocacy regarding the May Revise, referencing a recent EdSource panel where Mr. Fine participated alongside teachers and education finance experts. Member Kayatta noted that Mr. Fine accurately captured the widespread difficulties currently facing education finance across California. While acknowledging that their own district is an extreme example, Member Kayatta emphasized that many other school districts throughout the state are suffering from similar financial challenges.

Continuing the discussion on statewide funding challenges, Member Kayatta highlighted that the California School Boards Association has been actively pushing back against the governor's education finance proposals. Member Kayatta specifically targeted the proposed Proposition 98 maneuvers, noting that they are harmful to all school districts, but particularly detrimental to districts facing extreme circumstances like their own. Referencing Mr. Fine's previous public comments, Member Kayatta noted that the board has been actively making necessary fiscal decisions but simply lacks adequate time. Member Kayatta emphasized that having additional financial runway would provide the board with the time required to continue making those critical decisions, pausing to allow Mr. Fine to clarify if that summary was inaccurate. Member Kayatta noted the political implications of the state's budget decisions, stating that the governor should consider the impact on education funding proposals given the significance of a potential school district failure in the capital city.

Member Kayatta firmly stated opposition to state receivership, emphasizing that it should only be considered as an absolute last resort. While acknowledging the legislative timing concerns, Member Kayatta argued that any such decision should be delayed as long as possible and expressed an unwillingness to move forward with receivership in the near future, asserting that the district has not reached the point where it is necessary. Addressing the sentiment that a state takeover might offer a necessary change in direction for Sacramento City Unified, Member Kayatta cautioned that the reality of receivership would be severe. It was noted that an outside administrator would make much harsher budget cuts to the very programs and positions the board and community are currently trying to protect.

Finally, Member Kayatta transitioned to a specific question regarding the fiscal stabilization plan, asking for clarification on whether the second interim report assumed the layoff of every employee who received a pink notice, or if that assumption was strictly based on the presenter's own projections.

Mr. Fine explained that cash flow tracking utilizes the district's budget, actual expenditures, and projected spending to monitor the movement of funds. Member Kayatta noted that discussions with the Sacramento City Teachers Association (SCTA) indicate a mutual agreement to pursue medical billing recovery, which is anticipated to generate approximately \$14.5 million to \$15 million in cash alongside incoming state budget allocations. Member Kayatta also raised questions regarding conflicting information about borrowing Proposition 39 bond dollars, requesting clarification on whether this remained a viable option to avoid receivership. The presenter explained that internal borrowing from bond funds is highly complex due to constitutional limitations within voter-

approved ballot language, potential project disruptions to active construction, and legal requirements to pay interest back to the fund. Pointing out that the bond fund's ending balance on June 30 showed a negative \$221 million due to upfront contract encumbrances, the presenter strongly advised against bond fund borrowing and recommended consulting bond counsel.

Member Kayatta requested actionable recommendations for the district's fiscal stabilization plan, noting that previous inquiries to the county and fiscal advisor had gone unanswered. While the presenter agreed to review the plan, they noted that primary monitoring responsibility resides with the county superintendent. Member Kayatta urged the community to review the interventions an administrator would make under state receivership, arguing that the board should proactively implement these best practices itself to maintain local control. The presenter detailed that under state receivership, the locally elected board's authority is revoked and transferred to the county superintendent, the district superintendent is dismissed, and an appointed administrator assumes total governance. The Fiscal Crisis and Management Assistance Team (FCMAT) is then mandated to conduct annual comprehensive reviews across five domains—finance, personnel, facilities, governance, and pupil achievement—using a 0-to-5 compliance scale. To fully exit receivership, the district must hit minimum standards across all domains, completely repay the emergency state loan, and pass a specialized internal control audit, a process that typically takes five to six years before governance authority is returned to the board.

Member Singh requested clarification on how labor agreements are handled during a state takeover versus federal bankruptcy. Mr. Fine confirmed that state receivership explicitly requires current negotiated labor agreements to be honored, whereas a federal bankruptcy court can legally set bargaining agreements aside, noting that no California district has filed for bankruptcy in the 30-year history of these provisions. Regarding layoffs and school closures, Mr. Fine stated that any reduction in force implemented by an administrator must still occur within the specific guidelines, staffing ratios, and class-size maximums established by the existing labor agreement unless temporary concessions are mutually bargained. Member Singh emphasized that a unified board should execute these difficult fiscal choices themselves rather than relying on an outside third party, a sentiment with which the presenter strongly agreed. In response to final board inquiries regarding the underlying data of the presentation, the presenter clarified that while the multi-year expenditure forecasts are based on the projections approved in the second interim report, the cash flow analysis reflects actual historical cash movements tracked through March 31.

11.2 District Position Reduction and Impact Processes (Jake Hansen)

Jake Hansen reviewed the standard staff reduction timeline, which moves from initial budget analysis to issuing preliminary notices in February or March. During the presentation, President Jean noted that a dozen public comments remained on the agenda, prompting the board to vote to officially extend the meeting until 12:30 AM to complete the evening's business. Mr. Hansen announced that Administrative Law Judges (ALJs) ordered continuances for both classified and certificated preschool reduction hearings, creating a split timeline for final notifications. For classified staff, a 14-day continuance was issued, pushing back the ALJ's decision deadline and granting the district an additional 14 days to notify hearing participants. Similarly, an 11-day continuance was ordered for certificated preschool staff, shifting the ALJ's decision deadline to May 18 and pushing final notices out to May 25.

Because of these continuances, employees who did not participate in the hearings remain bound to the standard statutory timeline, requiring final layoff notices to be issued before May 15. The board introduced three resolutions to secure these May 15 notifications, noting that missing the deadline would force the district to fund those services next year. Hansen stated that the district aims to present both ALJ decisions for board action at the May 21 meeting, where the board can adopt them in full, in part, or deny them. He concluded by acknowledging that the dual timelines would be confusing for staff, but assured the board that clear communication is underway and that the shifted dates will not delay ongoing reorganization or position rescissions through June 30. This was an information item.

Public Comment:

Christian Ramirez

Chris Andrusyna

Tina Arrendondo

Angie Chavez

Nai Saelee

Bobbie Argo

Melecia Navarro

Manisha Simms

Board Comment:

Member Ybarra expressed discomfort with voting on staff reductions prior to reviewing the district reorganization chart. Jake Hansen clarified that the item was strictly informational, explaining the split notification timeline caused by recent Administrative Law Judge (ALJ) continuances.

Actionable resolutions would follow later in the meeting. Member Ibara withdrew the objection and deferred further comments to the action items.

Member Rhodes questioned deep, concentrated cuts within specific sections of the business services department. Lisa Grant-Dawson explained that the district utilizes a decentralized budget transfer model where school sites handle their own transactions. The central cuts reflect a strategic decision to leverage existing administrative staff at school sites rather than maintaining duplicated resources at the central office.

Member Rhodes requested justification for substantial staff reductions in the culture and climate department. Erin Findley stated that an audit based on legal mandates and operational necessity required difficult reductions in areas with fewer statutory mandates. Daniel Rolleri explained that the restructuring dissolves the standalone department and integrates its team laterally into the Multi-Tiered System of Supports (MTSS) framework, embedding restorative practices directly across general education, special education, and the Black Parallel School Board.

Member Ybarra questioned the necessity of retaining multiple administrative assistant roles amid department-wide layoffs. Director Allen countered that middle management had already been significantly reduced, including the elimination of the assistant superintendent of business services and a departmental director. The remaining two administrative assistants support the entire division—covering budget, accounting, purchasing, risk management, and payroll. Retaining these positions provides the necessary capacity to absorb high-volume clerical tasks without violating out-of-class labor regulations.

11.3 Adopt Resolution No. 3580: Resolution Regarding Implementing

Certificated Layoffs (Jake Hansen)

Jake Hansen presented a resolution regarding final layoff notifications for certificated employees, explaining that an 11-day continuance ordered during the Administrative Law Judge (ALJ) hearings necessitated a split notification timeline. The current resolution seeks board authorization to issue final statutory notices to non-hearing participants by the May 15 deadline, while the remaining resolutions for hearing participants will return for board action on May 21. Staff outlined the resolution's components, noting that Attachment A includes all initially noticed individuals, whereas Attachment B details 75 notice rescissions made possible through a collaborative agreement with the Sacramento City Teachers Association (SCTA). This labor agreement minimized the number of hearing participants by allowing flexible staffing adjustments, such as increasing prep teacher placements from two to three to facilitate re-employment. Attachment C represents the finalized list of individuals to be noticed by May 15 to fulfill the district's statutory and fiscal obligations. Staff concluded by emphasizing that meeting the May 15 deadline does not halt the district's restructuring efforts, as the reorganization plan will continue to drive potential position rescissions dynamically through June 30. This was an action item.

Public Comment:

No public comment

Board Comment:

President Jeane opened the discussion by reminding the Board of a February request that final notices only be issued once baseline numbers were definitive, expressing deep conflict over casting a vote due to late data delivery and severe district cash flow constraints. Member Benjamin strongly rebuked the administration for delivering critical documents too late for adequate board oversight, demanding a comprehensive, side-by-side position control analysis detailing granular costs before casting future votes. Superintendent McArn acknowledged the criticism, explaining that cabinet members worked as quickly as possible over the past two months to filter structures through legal and operational lenses, but final directives were only delivered to human resources on Tuesday.

Member Singh expressed intense frustration with the structural process, stating that late materials made prior summer visioning workshops with external consultants feel like a waste of time. He noted that the board was being forced to execute severe personnel cuts without clear, written organizational justifications or a current organizational chart for visual comparison.

Member Kayatta defended the structural approach, arguing that despite the late and low-detail reports, the proposed organizational chart aligns with board directives to shrink the central office and shift resources to school sites. He noted that protecting any single administrative slot would simply shift the budget burden to another critical position.

President Jeane framed the final decision as choosing between moving forward based on incremental progress with the understanding that administrative rescissions can occur through June 30, or delaying the item to schedule an immediate special meeting.

Member Navarro requested that future human resource documents explicitly list current job sites and specific duties for all impacted employees.

Member Kayatta made a motion to approve the resolution with a second from Member Rhodes. The Board voted 5–2 with Members Benjamin and Ybarra voting “no”.

*11.4 Adopt Resolution No. 3581: Resolution Regarding Implementing
Preschool Layoffs (Jake Hansen)*

Jake Hansen presented a companion resolution for certificated preschool employees under a similar split timeline driven by an 11-day hearing continuance. The current request seeks board authorization to issue final layoff notices to the five individuals listed in Attachment C by the May 15 deadline, as they did not participate in the hearings. Hearing participants remain bound to an extended May 25 notification deadline, with their resolutions returning for board action on May 21. The structure mirrors the previous item: Attachment A lists all initially noticed preschool staff, Attachment B details notice rescissions achieved through the collaborative SCTA staffing agreement, and Attachment C isolates the five individuals requiring immediate notification to protect the district's statutory and fiscal obligations. This was an action item.

*Public Comment:
No public comment*

*Board Comment:
No Board comment*

Member Kayatta made a motion with a second from Member Rhodes. The Board voted 7-0.

*11.5 Adopt Resolution No. 3582: Resolution Regarding Implementing
Classified Layoffs (Jake Hansen)*

Jake Hansen presented the final resolution of the evening, which details layoff notifications for classified employees. This item operates on a slightly different timeline than the previous certificated resolutions due to a 14-day continuance ordered during the classified hearings held on April 16 and 17. Approximately 103 individuals participated in those hearings, shifting their final notification deadline to May 28; those resolutions will return for board action on May 21. Tonight's request focuses strictly on the non-hearing participants who must be noticed by the standard May 15 statutory deadline. Unlike the previous items, this resolution contains only two components: Attachment A lists all initially noticed classified employees, and Attachment B isolates the 76 individuals requiring immediate board approval for final May 15 notifications to preserve the district's fiscal protections. This was an action item.

*Public Comment:
Amy Watson-Clancy
Alejandro Rocha
Brie Garcia
Elly Graves
Devon Davis*

*Board Comment:
Member Rhodes questioned how the district could remain compliant with state codes if line-level classified positions providing mandatory services were eliminated. Staff clarified that the district is navigating these cuts through impact bargaining, which allows the administration to establish*

specialized individual agreements to connect displaced employees to open positions, modified full-time equivalent (FTE) allocations, alternative hours, or adjusted calendars where they lack standard seniority rights.

President Jeane pushed for specific details regarding Transitional Kindergarten (TK) compliance, citing the state mandate requiring a 20-to-2 student-to-adult ratio. Staff confirmed that the proposed layoff list represents a structural shift in service hours and calendar lengths rather than a net reduction in classroom personnel, guaranteeing that two adults will remain present in all TK classrooms.

Member Kayatta expressed concern over the equitable distribution of layoffs, noting that the Board's explicit directive was to prioritize cutting higher-paid, top-tier administrative roles within the extended cabinet rather than line-level operational staff. Specifically, Member Kayatta challenged the retention of the Assistant Superintendent of Community Engagement and Communication and the Assistant Superintendent of Technology Services, arguing they should be stripped from the organizational chart entirely. Staff clarified that because the active resolutions represent baseline reduction lists that have not yet integrated the new reorganization parameters, approving the layoff lists would not conflict with subsequent Board directives to modify or eliminate those specific executive roles from the final leadership chart.

President Jeane requested regular, formal updates regarding the progress of impact bargaining to ensure transparency for labor partners and affected employees.

Member Navarro noted that shifting enrollment numbers may still result in future notice rescissions before the start of the next school year.

Member Kayatta made a motion with a second from Member Rhodes. The Board voted 6–1 with Member Ybarra voting “no”.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *May 21, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *May 27, 2026, 5:00 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Rooms, Special Board of Education Meeting*
- ✓ *June 4, 2026, 4:45 p.m. Closed Session, 6:15 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*

13.0 ADJOURNMENT

The meeting adjourned at 12:06 a.m.

Cancy McArn, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education relating to an open session item will be available for public inspection at the Serna Center, at 5735 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# 8.1k

Meeting Date: June 4, 2026

Subject: Approve Citizens' Bond Oversight Annual Report for 2024-2025

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

Division: Facilities Support Services

Recommendation: Board to receive the 2024-2025 Citizens' Bond Oversight Committee annual report.

Background/Rationale: The Citizens' Bond Oversight Committee (CBOC) reviews the District's expenditures of bond proceeds, as required by the passing of a Proposition 39 General Obligation Bond. By reviewing expenditure reports produced by district staff, the CBOC is able to ensure bond proceeds are expended only for the purpose set forth in the ballot measure and that no bond proceeds are used for any teacher or administrative salaries or other operating expenses. The Committee reviews the financial and performance audits, conducts research, and conducts site visits as part of fulfilling the duties. One of the requirements of this Committee is to present an annual report to the Board of Education.

LCAP Goal(s): Family and Community Empowerment; Operational Excellence

Documents Attached:

1. CBOC annual report

Estimated Time of Presentation: N/A

Submitted by: Robert Herrell, Chair, CBOC

Nathaniel Browning, Director, Planning and Property Management

Approved by: Chris Ralston, Assistant Superintendent, Facility Support Services

Cancy McArn, Superintendent

Date: May 12, 2026

To: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

From: CITIZENS' BOND OVERSIGHT COMMITTEE (CBOC)

Subject: CBOC FY 2024-25 ANNUAL REPORT TO THE BOARD OF EDUCATION

As required under California state law, the Sacramento City Unified School District Citizens' Bond Oversight Committee ("CBOC") delivers this Annual Report to the Sacramento City Unified School District Board of Education for the fiscal year 2024-25.

1. Overview

District staff have diligently and with great care, consideration, effort and professionalism undertaken the establishment of the Citizens' Bond Oversight Committee (CBOC or Committee). District staff have provided the Committee with all information, scheduling assistance, educational material, bond information, legal guidance, Brown Act information and guidance, school site visits, transportation assistance, Master Plan educational information, financial information, project status updates, audit reports and in all aspects have made themselves available to Committee members at all times.

The Committee met nearly quarterly and, pursuant to our responsibilities, is submitting this annual report to the Board of Education of Sacramento City Unified School District.

Section 2 of this report identifies the requirements of the Committee. Section 3 details the Committee's findings of compliance or non-compliance with a brief description of the relevant rationale. Section 4 concludes with a summary.

2. CBOC Requirements and Responsibilities

a. Per CA Ed Code § 15264 (2022)

Per the above code and as excerpted below, there is a requirement that:

(b) Taxpayers directly participate in the oversight of bond expenditures.

This is interpreted by the CBOC as the requirement for the committee itself.

a. Per CA Ed Code § 15278 (2022)

Per the above code and as excerpted below, there is a requirement that the Committee must be established within 60 days:

(a) If a bond measure authorized pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution is approved, the governing board of the school district or community college shall establish and appoint members to an independent citizens' oversight committee, pursuant to Section 15282, within 60 days of the date that the governing board enters the election results on its minutes pursuant to Section 15274.

a. Per CA Ed Code § 15278 (2022)

Per the above code and as excerpted below the CBOC is to perform its oversight such that it is:

(1) Ensuring that bond revenues are expended only for the purposes described in paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(2) Ensuring that, as prohibited by subparagraph (A) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, no funds are used for any teacher or administrative salaries or other school operating expenses.

Paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution is excerpted below:

(3) Bonded indebtedness incurred by a school district, community college district, or county office of education for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, approved by 55 percent of the voters of the district or county, as appropriate, voting on the proposition on or after the effective date of the measure adding this paragraph. This paragraph shall apply only if the proposition approved by the voters and resulting in the bonded indebtedness includes all of the following accountability requirements:

(A) A requirement that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b) (3), and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

(B) A list of the specific school facilities projects to be funded and certification that the school district board, community college board, or county office of education has evaluated safety, class size reduction, and information technology needs in developing that list.

(C) A requirement that the school district board, community college board, or county office of education conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed.

(D) A requirement that the school district board, community college board, or county office of education conduct an annual, independent financial audit of the proceeds from the sale of the

bonds until all of those proceeds have been expended for the school facilities projects.

b. Per CA Ed Code § 15278 (2022)

Per the above code and as excerpted below, the Committee may engage in the following activities:

(3) Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(4) Receiving and reviewing copies of any deferred maintenance proposals or plans developed by a school district or community college district, including any reports required by Section 17584.1.

(5) Reviewing efforts by the school district or community college district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, all of the following:

(A) Mechanisms designed to reduce the costs of professional fees.

(B) Mechanisms designed to reduce the costs of site preparation.

(C) Recommendations regarding the joint use of core facilities.

(D) Mechanisms designed to reduce costs by incorporating efficiencies in school site design.

(E) Recommendations regarding the use of cost-effective and efficient reusable facility plans.

b. Per CA Ed Code § 15280 (2022)

Per the above code and as excerpted below, the responsibilities regarding assistance to the CBOC are outlined as follows:

(a) (1) The governing board of the district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of its purpose and sufficient resources to publicize the conclusions of the citizens' oversight committee.

(2) The governing board of the district shall provide the citizens' oversight committee with responses to any and all findings, recommendations, and concerns addressed in the annual, independent financial and performance audits required by subparagraphs (C) and (D) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution within three months of receiving the audits.

(b) All citizens' oversight committee proceedings shall be open to the public and notice to the public shall be provided in the same manner as the proceedings of the governing board of the district. The citizens' oversight committee shall issue regular reports on the results of its activities. A report shall be issued at least once a year. Minutes of the proceedings of the citizens' oversight committee and all documents received and reports issued shall be a matter of public record and be made available on an internet website maintained by the governing board of the district.

a. Per CA Ed Code § 15282 (2022)

Per the above code and as excerpted below, the membership of the committee shall be as follows:

(a) The citizens' oversight committee shall consist of at least seven members who shall serve for a minimum term of two years without compensation and for no more than three consecutive terms. While consisting of a minimum of at least seven members, the citizens' oversight committee shall be comprised, as follows:

(1) One member shall be active in a business organization representing the business community located within the school district or community college district.

(2) One member shall be active in a senior citizens' organization.

(3) One member shall be active in a bona fide taxpayers' organization.

(4) For a school district, one member shall be the parent or guardian of a child enrolled in the school district. For a community college district, one member shall be a student who is both currently enrolled in the community college district and active in a community college group, such as student government. The community college student member may, at the discretion of the governing board of the community college district, serve up to six months after his or her graduation.

(5) For a school district, one member shall be both a parent or guardian of a child enrolled in the school district and active in a parent-teacher organization, such as the Parent Teacher Association or school site council. For a community college district, one member shall be active in the support and organization of a community college or the community colleges of the district, such as a member of an advisory council or foundation.

(b) An employee or official of the school district or community college district shall not be appointed to the citizens' oversight committee. A vendor, contractor, or consultant of the school district or community college district shall not be appointed to the citizens' oversight committee. Members of the citizens' oversight committee shall, pursuant to Sections 35233 and 72533, abide by the prohibitions contained in Article 4 (commencing with Section 1090) and Article 4.7 (commencing with Section 1125) of Chapter 1 of Division 4 of Title 1 of the Government Code.

1. CBOC Findings on Required Responsibilities

a. CBOC Findings on requirement (1) and (2) of CA Ed Code § 15278 (2022) [item (1) references paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution with the following items A,B,C and D]

i. (1) (A)

The CBOC finds the Board in **compliance** with the later portion of (A) in that, to the best of the Committee's knowledge, no funds have been spent "for any other purpose, including teacher and administrator salaries and other school operating expenses".

ii. (1) (B)

The Committee finds the District in **compliance** with this item in that the expenditures to date are consistent with the bond project lists, as approved by the voters. Measure Q had a more narrowed project list, Measure H is specified by category in the ballot but found in the Board Facilities Master Plan. Measure D has a priority list of projects.

iii. (1) (C)

The CBOC finds the Board in **compliance** with item (C). Crowe LLP provided a performance audit and there were no findings for Measure Q and H.

iv. (1) (D)

The CBOC finds the Board in **compliance** with item (D). Crowe provided a financial audit and there were no findings for Measure Q, and for Measure H, the following findings were:

The CBOC finds the Board in **compliance** in that no funds have been spent *“for any other purpose, including teacher and administrator salaries and other school operating expenses.”*

a. CBOC findings on requirement per CA Ed Code § 15264 (2022)

The CBOC finds the Board in **compliance** in that it has established a Committee.

b. CBOC findings on requirements per CA Ed Code § 15282 (2022)

The CBOC finds the Board technically **out of compliance** in that the Committee does not currently include a member of a bona fide taxpayers association. District staff have attempted to solve this membership gap by seeking a member of said association via recruitment and outreach to the Association. The Association appears to be in a “rebuilding phase” and efforts to connect and coordinate with them will continue to fill that membership requirement.

a. CBOC findings Per CA Ed Code § 15278 (2022)

The CBOC finds the Board in **compliance** in that it has fully supported and engaged in all the listed aspects that the code identifies the Committee may engage in. The district staff initiated and planned visits to school sites, furnished reports on maintenance required and physical conditions of school sites, fully explained and elaborated on their methods to reduce costs of construction, professional fees and site development, thoroughly answered all committee member questions regarding bidding, planning, master planning and more, and in all other ways have provided the committee with any and all information that appears available. In no instance have the district staff withheld information or not willingly responded to all requests, questions or interests of any Committee members.

District staff have thoroughly demonstrated their individual and collective competency in managing and directing the Facilities Master Plan and the decisions as to which specific projects to undertake while being consistent with the language of the Bond Measure in the commitments made to the voters. In a similar fashion, the district staff have demonstrated their competency in managing the bidding, procurement and construction of the projects.

c. CBOC findings per CA Ed Code § 15280 (2022)

The CBOC finds the Board in **compliance** in that it has provided technical assistance to the Committee and has instructed the Committee on its requirements for an annual report.

d. CBOC findings on Measure Q and H language

i. All moneys to be spent locally

The CBOC finds the Board in **compliance** with the above stated requirement.

ii. Clear system of accountability to the public including a project list detailing exactly how the money will be used

The CBOC finds the Board in **compliance** with the above stated requirement.

- iii. The development of internal District equity indices to help identify funding priorities based on level of need

The CBOC finds the Board in **compliance** with the above stated requirement. District staff have provided an extensive overview of their methodology and approach to comply. The staff have explained how decisions consider not only the physical condition of a school site but the quality of the surrounding neighborhoods, the safety of the surroundings, the historical disadvantages of the student population and demographic data indicating the student's likelihood of post-secondary options.

- iv. Utilize a formulaic approach to prioritize projects for implementation, with factors that may include the condition of the existing building/or infrastructure, need for adequate space to accommodate programs, demographic data and an analysis of capacity needed to serve the future student population.

The CBOC finds the Board in **compliance** with the above stated requirement. The district staff have provided an extensive overview of their methodology and approach to comply with this stated requirement. The staff have explained their evaluation of conditions of school sites through thorough physical surveys, their evaluation of demographic needs and a strong understanding of expected student populations informing their project plans.

2. Summary

The Committee is in agreement that the Board of Education and the District in general, as represented to the Citizens' Bond Oversight Committee, is clearly meeting the intent of the voter approved General Obligations Bond Measures as represented to the voters. The Committee as a whole finds the Board and District are meeting the intent of the bond measures in their choice of projects, the manner in which the projects are executed and the financial responsibility under which the Bond funds are managed.

Respectfully submitted,

Robert Herrell, Chair of Sacramento City Unified School District, Citizens' Bond Oversight Committee

Members of the SCUSD Citizens' Bond Oversight Committee:

Christine Casey

Ian Davis

Marie Degelos

Nicole Elton

Brian Hill

Manuel Jimenez

David Mack

Andrew Marks

James Miller

Gabriel Tiffany

Brittany Turner



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.11

Meeting Date: May 21, 2026

Subject: Approve Board of Education Meeting Calendar for the 2026-27 School Year

- ☐ 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: Approve the Board of Education meeting calendar for 2026-27 school year.

Background/Rationale: The Board of Education usually meets on the 1st and 3rd Thursday of each month. The meetings will be held at the Serna Center in the Community Room. Special meetings will be called as needed.

LCAP Goal(s): Family and Community Engagement

Financial Considerations: N/A

Documents Attached:

- 1) Board of Education Meeting Calendar for 2026-27

Estimated Time of Presentation: N/A

Submitted by: Board Office

Approved by: Cancy McArn, Superintendent

Sacramento City Unified School District **Board of Education Meeting Calendar** **2026-2027 School Year**

*The Board of Education usually meets on the 1st and 3rd Thursdays of the month
 with Special Meetings called as needed. Meetings are held at the
 Serna Center Community Room, 5735 47th Avenue.*

July 23, 2026 5:00 Closed Session 6:30 Open Session	August 6, 2026 5:00 Closed Session 6:30 Open Session	August 20, 2026 5:00 Closed Session 6:30 Open Session	September 3, 2026 5:00 Closed Session 6:30 Open Session	September 17, 2026 5:00 Closed Session 6:30 Open Session
October 1, 2026 5:00 Closed Session 6:30 Open Session	October 15, 2026 5:00 Closed Session 6:30 Open Session	November 5, 2026 5:00 Closed Session 6:30 Open Session	November 19, 2026 5:00 Closed Session 6:30 Open Session	December 10, 2026 5:00 Closed Session 6:30 Open Session
December 17, 2026 5:00 Closed Session 6:30 Open Session Annual Meeting	January 14, 2027 5:00 Closed Session 6:30 Open Session	January 28, 2027 5:00 Closed Session 6:30 Open Session	February 4, 2027 5:00 Closed Session 6:30 Open Session	February 18, 2027 5:00 Closed Session 6:30 Open Session
March 4, 2027 5:00 Closed Session 6:30 Open Session	March 18, 2027 5:00 Closed Session 6:30 Open Session	April 8, 2027 5:00 Closed Session 6:30 Open Session	April 22, 2027 5:00 Closed Session 6:30 Open Session	May 6, 2027 5:00 Closed Session 6:30 Open Session
May 20, 2027 5:00 Closed Session 6:30 Open Session	June 3, 2027 5:00 Closed Session 6:30 Open Session	June 17, 2027 5:00 Closed Session 6:30 Open Session		



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1m

Meeting Date: June 4, 2026

Subject: Approve Labor Partner Agreements

- ☐ 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 Labor Partner Agreements.

Background/Rationale: The District has an immediate need to ensure there is no disruption to services provided to students. The District has worked with the SCTA, SEIU, and UPE to ensure we are recruiting staff to reduce the use of outside agencies to meet the needs of students.

Financial Considerations: The District will continue to work to recruit and retain employees in the areas of need identified in the MOU.

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Labor Partner Agreement

1. Temporary Use of Outside Contractors to fill vacant Instructional Aide, Special Education (IA, Sped) positions who assist the classroom teacher in providing and reinforcing instruction in the Special Education Program for the 2026-2027 School Year.
2. Temporary Use of Outside Contractors related to IEP Designated Instructional Paraprofessional, Special Education positions who provide 1:1 services to students identified through the IEP Process in an assigned Special Education Program for the 2026-2027 School Year.

3. Temporary Use of Outside Contractors for Occupational Therapist (OT) and Certified Occupational Therapy Assistants (COTA) positions for Occupational Therapy Services for the 2026-2027 School Year.
4. Temporary Use of Outside Contractors for Physical Therapist (PT) position for Physical Therapy Services for the 2026-2027 School Year.
5. Temporary Use of Outside Contractors for Speech and Language Pathologist Assistant position services for the 2026-2027 School Year.
6. Temporary Use of Outside Contractors to backfill vacancies in the position of Interpreter for Deaf and Hard of Hearing Services.

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Director II, Employee Relations

Approved by: Cancy McArn, Superintendent

**Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union (SEIU)**

Temporary Use of Outside Contractors to fill vacant Instructional Aide, Special Education (IA, SpEd) positions who assist the classroom teacher in providing and reinforcing instruction in the Special Education Program for the 2026-2027 school year.

May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union Local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant allocated FTE in the position of Instructional Aide, Special Education (IA, SpEd), to assist in providing and reinforcing instruction in the special education program. The Parties hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026 and through May 27, 2027, the District may utilize the services of outside contractors (appendix A) to fill the 45.9 full-time equivalents (FTEs) vacancies in the position of Instructional Aide, Special Education (IA, SpEd)
 - a. Currently the District has:
 - i. 390.4 total FTE allocated in the position of IA, SpEd
 - ii. 344.5 FTE are currently filled, and
 - iii. 45.9 FTE are currently vacant
2. The district will continue to actively recruit for the vacancies in the position of IA, SpEd and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
3. The total, up-to amount for these contracted services will not exceed \$2,643,840. ***This total is calculated from the following:***
 - $45.9 \text{ vacant FTE} \times 8 \text{ hours/day} = 367.2 \text{ IA SpED service hours per day.}$
 - $367.2 \text{ IA SpEd daily service hours} / 6 \text{ hours a day} = 61.2 \text{ Agency staff}$
 - $367.2 \text{ IA SpEd daily service hours} \times \$40/\text{hour (highest agency rate)} = (\$14,688 / \text{per day})$
 - $\$14,688 \times 180 \text{ academic calendar days} = \$2,643,840 \text{ for the 2026-2027 school year}$
4. Vendors for the contract will be selected from those listed in Appendix A listed below. If the Vendors listed in Appendix A are unable to provide the required staff, the District will share the updated vendor list with SEIU.
5. The Parties agree to meet by March 15, 2027, to review the IA, SpEd vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those

vacancies and to ensure that students receive IA, SPED services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.

6. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
7. In the event that IA, SpEd vacancies necessitate utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional IA, SpEd needed. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
8. This MOU is limited only to using outside contractors to fill IA, SpEd vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
9. This MOU is non-precedent setting and shall automatically terminate on May 27, 2027 unless extended by mutual written agreement of the Parties.

Appendix A: Instructional Aide - Special Education Vendor List

1. Learning Solutions
2. New Directions/ProCare

For the District:



Superintendent
Cancy McArn

Date: 5/22/26

For SEIU:



President
Karla Faucett

Date: 5/22/26

**Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union (SEIU)**

**Temporary Use Of Outside Contractors Related To IEP Designated Instructional Paraprofessional,
Special Education Positions Who Provide 1:1 Services To Students Identified Through The IEP
Process In An Assigned Special Education Program For The 2026-2027 School Year.**

May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union Local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant IEP Designated Instructional Paraprofessional, Special Education (IEP DIPS) positions, to assist in providing or reinforcing instruction in an assigned special education program during the 2026-2027 school year. The District and SEIU hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026 and through May 27, 2027, the District may utilize the services of outside contractors (appendix A) to fill the 358.75 full-time equivalents (FTEs) vacancies in the position of IEP DIPS
 - a. Currently the District has:
 - i. 412.75 total FTE allocated in the position of IEP DIPS
 - ii. 54, FTE are currently filled, and
 - iii. 358.75 FTE are currently vacant
2. The district will continue to actively recruit for the vacancies in the position of IEP DIPS and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
3. The total, up-to amount for these contracted services will not exceed \$23,763,600. ***This total is calculated from the following:***
 - $358.75 \text{ vacant FTE} \times 8 \text{ hours/day} = 2,870 \text{ IEP DIP service hours per day.}$
 - $2,870 \text{ IEP DIP daily service hours} / 6 \text{ hours a day} = 478.33 \text{ Agency staff}$
 - $2,870 \text{ IEP DIP daily service hours} \times \$46/\text{hour (highest agency rate)} = (\$132,020 / \text{per day})$
 - $\$132,020 \times 180 \text{ academic calendar days} = (\text{up-to}) \$23,763,600 \text{ for the 2026-2027 school year}$
4. Vendors for the contract will be selected from those listed in Appendix A listed below. If the Vendors listed in Appendix A are unable to provide the required staff, the District will share the updated vendor list with SEIU.
5. The Parties agree to meet by March 15, 2027, to review the IEP DIPS vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive IEP DIPS services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.

6. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
7. In the event that IEP DIPS vacancies necessitate utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional IEP DIPS needed. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
8. This MOU is limited only to using outside contractors to fill IEP DIPS vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
9. This MOU is non-precedent setting and shall automatically terminate on May 27, 2026, unless extended by mutual written agreement of the Parties.

For the District:



Superintendent
Cancy McArn

Date: 5/22/26

For SEIU:



President
Karla Faucett

Date: 5/22/26

Appendix A: IEP Designated Instructional Paraprofessional, Special Education Agency List

This is not an exhaustive list

1. Point Quest
2. New Directions/ProCare
3. Amerigis
4. Care
5. Learning Solutions
6. Speech Pathology Group

**Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union Local 1021 (SEIU)**

**Temporary Use Of Outside Contractors For Occupational Therapist (OT) and Certified
Occupational Therapy Assistants (COTA) Positions For Occupational Therapy Services For The
2026-2027 School Year**

May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant Occupational Therapist (OT) and Certified Occupational Therapy Assistants (COTA) positions to provide mandated occupational therapy services. The District and SEIU hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026 and through May 27, 2027, the District may utilize the services of outside contractors (appendix A) to fill the fifteen (15) full-time equivalent (FTE) vacancies in the position of Occupational Therapist and the three (3) full-time equivalent (FTE) vacancies in the position of Certified Occupational Therapy Assistant (COTA) .

Currently the District has:

- i. 28 total FTE allocated in the position of OT
- ii. 13 FTE are currently filled, and
- iii. 15 FTE are currently vacant

Currently the district has

- i. 6 total FTE allocated in the position of COTA
- ii. 3 FTE are currently filled, and
- iii. 3 FTE are currently vacant

2. The district will continue to actively recruit for the vacancies in the position of OT and COTA and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
3. The total, up-to amount for these combined contracted services will not exceed \$2,989,440. This up-to amount is calculated from the following:
 - a. *OT (15 agency staff @ \$119/hour (highest vendor rate) x 8 hours per day x 180 workdays) = \$2,570,400*
 - b. *COTA - 3 agency staff @ \$97.50 per hour (highest vendor rate) x 8 hours per day x 180 workdays) = \$419,040*

4. Vendors for the contract will be selected from those listed in Appendix A below. If the District has the need to modify the list of vendors in Appendix A, the District agrees to share the updated list with SEIU.
5. The Parties agree to meet by March 15, 2027 to review the OT and COTA vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive occupational therapy related services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.
6. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
7. In the event that OT and/or COTA vacancies necessitate utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional OT and/or COTA contracting needed. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
8. This MOU is limited only to using outside contractors to fill OT and COTA vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
9. This MOU is non-precedent setting and shall automatically terminate on May 27, 2027 unless extended by mutual written agreement of the Parties.


Superintendent
Cancy McArn

Date: 5/22/26


President
Karla Faucett

Date: 5/22/26

Appendix A: Occupational Therapy and Certified Occupational Therapist Assistant Services Vendor List:

- Growing Healthy Seasons
- Jabbergym
- Northern California Rehabilitation

Memorandum of Understanding

Between

Sacramento City Unified School District (SCUSD)

&

Service Employees International Union (SEIU)

Temporary Use of Outside Contractors for Physical Therapist (PT) position for Physical Therapy Services for the 2026-2027 School Year

May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant Physical Therapist (PT) positions to provide legally required individual or group services for students in the areas of physical therapy.. The Parties hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026 and through May 27, 2027 the District may utilize the services of outside contractors (appendix A) to fill the 3.0 full-time equivalents (FTEs) vacancies in the position of Physical Therapist.

Currently, in the position of PT, the District has:

- a. 3.0 total FTE allocated
 - b. 0 FTE are currently filled, and
 - c. 3.0 FTE are currently vacant
2. The district will continue to actively recruit for the vacancies in the position of PT and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
 3. The total, up-to amount for these combined contracted services will not exceed \$480,772
This up-to amount is calculated from the following:
 - a. PT: (3 agency staff @ \$111.29/hour x 8 hours per day x 180 workdays) = \$480,772)
 4. Vendors for the contract will be selected from those listed in Appendix A below. If the District has the need to modify the list of vendors in Appendix A, the District agrees to share the updated list with SEIU.
 5. In order to provide the legally mandated services identified in a student IEP, if a contracted agency does not have enough Physical Therapists available, the vendor may provide Physical Therapy Assistants (PTAs) to provide services as well.

6. The Parties agree to meet by March 15, 2027 to review the PT vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive physical therapy related services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.
7. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
8. If PT vacancies necessitate utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional PT services needed. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
9. This MOU is limited only to using outside contractors to fill PT vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
10. This MOU will automatically terminate on May 27, 2027, unless extended by mutual written agreement of the Parties.



Superintendent

Cancy McArn



President

Karla Faucett

Date:

5/22/26

Date:

5/22/26

Appendix A: Physical Therapy Services Vendor List:

- SPG
- Laguna Physical Therapy

**Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union (SEIU) Temporary Use of Outside Contractors**

**Temporary Use of Outside Contractors for Speech and Language Pathologist Assistant
position services for the 2026-2027 School Year**

May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District ("District" or "SCUSD") and the Service Employees International Union local 1021 ("SEIU"), collectively "the Parties," regarding utilizing the services of outside contractors to fill vacant Speech and Language Pathologist Assistant (SLPA) positions for the 2026-2027 school year. The Parties hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026, and through May 27, 2027, the District may utilize the services of outside contractors (appendix A) to fill the .25 full-time equivalents (FTEs) vacancies in the position of Speech and Language Pathologist Assistant (SLPA).

Currently the District has:

- a. 9.0 FTE allocated in the position of SLPA
 - b. 6 FTE are currently filled, and (6 positions at .75 FTE and 1 position at .5FTE)
 - c. 3 FTE are currently vacant
2. The district will continue to actively recruit for the vacancies in the position of SLPA and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
3. The total, up-to amount for these combined contracted services will not exceed \$340,200
This up-to amount is calculated from the following:
 - a. SLPA: $(3 @ 105/\text{hour} \times 6 \text{ hours per day} \times 180 \text{ days}) = \$340,200$
4. Vendors for the contract will be selected from those listed in Appendix A below. If the District has the need to modify the list of vendors in Appendix A, the District agrees to share the updated list with SEIU.

5. The Parties agree to meet by March 15, 2027, to review the SLPA vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive Speech and Language Assistant related services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.
6. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
7. If student need necessitates utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional SLPA contracting needs. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
8. This MOU is limited only to using outside contractors to fill SLPA vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
9. This MOU is non-precedent setting and shall automatically terminate on May 27, 2027, unless extended by mutual written agreement of the Parties.

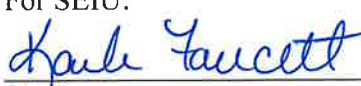
For the District:



Superintendent
Cancy McArn

Date: 5/22/26

For SEIU:



President
Karla Faucett

Date: 5/22/26

Appendix A: Speech and Language Pathologist Assistant Services Vendor List:

- Growing Healthy Seasons
- Jabbergym
- Northern California Rehabilitation
- SPG
- Capitol Speech
- ProCare
- Covelo

Memorandum of Understanding
Between
Sacramento City Unified School District (SCUSD)
&
Service Employees International Union (SEIU)

**Temporary Use of Outside Contractors to backfill vacancies in the position of Interpreter for Deaf
and Hard of Hearing Services**

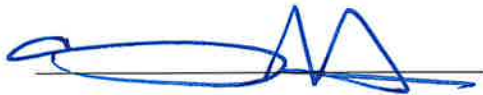
May 14, 2026

This Memorandum of Understanding (MOU) is between the Sacramento City Unified School District (“District” or “SCUSD”) and the Service Employees International Union local 1021 (“SEIU”), collectively “the Parties,” regarding utilizing the services of outside contractors to fill vacancies in the position of Interpreter For The Deaf. This position provides needed individual or group services for students who are deaf and hard of hearing. The District and SEIU hereby agree as follows:

1. For a period of one hundred eighty (180) days, starting on August 11, 2026 and through May 27, 2027, the District may utilize the services of outside contractors (appendix A) to fill the 18.75 full-time equivalents (FTEs) vacancies in the position of Interpreters for the Deaf
 - Currently the District has:
 - 22.5 total FTE allocated in the position of Interpreter for the Deaf
 - 3.75 FTE are currently filled, and
 - 18.75 FTE are currently vacant
2. The district will continue to actively recruit for the vacancies in the position of Interpreter for the Deaf and anticipates the numbers of vacancies to decrease over time. The District will proportionately reduce the use of contracted services as new positions are filled.
3. The total, up-to amount for these combined contracted services will not exceed \$2,295,000. This up-to amount is calculated from the following:
 - *18.75 vacant FTE x 8 hours/day = 150 DHH Interpreter service hours per day.*
 - *150 DHH Interpreter daily service hours / Agency staff working 6 hours a day = 25 Agency staff*
 - *150 DHH Interpreter daily service hours x \$85/hour (highest agency rate) = (\$12,750/ per day)*
 - *\$12,750 x 180 academic calendar days = (\$2,295,000 for the 2026-2027 school year)*

4. Vendors for the contract will be selected from those listed in Appendix A below. If the District has the need to modify the list of vendors in Appendix A, the District agrees to share the updated list with SEIU.
5. The Parties agree to meet by March 15, 2027, to review the Interpreter for the Deaf vacancies and determine whether there is a continued need to utilize the services of outside contractors to fill those vacancies and to ensure that students receive Interpreter for the Deaf services. Any new agreement reached between the Parties will be memorialized in writing or through electronic communication.
6. At the request of SEIU, the Parties agree to meet and discuss ongoing SPED staffing needs. These meetings can take place up to once a month and be held during the Problem Solving/Liaison Committee meetings scheduled by the Parties.
7. In the event that Interpreter for the Deaf vacancies necessitate utilizing the services of outside contractors beyond the number specified in Paragraph 1 above, the Parties agree to meet and discuss additional Interpreter for the Deaf contracting needed. Any new agreement reached between the parties will be memorialized in writing or through electronic communication.
8. This MOU is limited only to using outside contractors to fill Interpreter for the Deaf vacancies for the term specified herein or any term subsequently agreed to in writing by the District and SEIU.
9. This MOU is non-precedent setting and shall automatically terminate on May 27, 2027, unless extended by mutual written agreement of the Parties.

For the District:



Superintendent
Cancy McArn

Date: 5/22/26

For SEIU:



President
Karla Faucett

Date: 5/22/26

Appendix A: Interpreter for the Deaf Vendor List

1. Access Language
2. Excel Interpreting Services
3. Eaton Interpreting Services



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 8.1n

Meeting Date: June 4, 2026

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: In alignment with the reorganization of the District's central office, the job descriptions below have been revised to meet the District's fiscal and organizational needs. These updates reflect current realignment, responsibilities and operational needs, and have gone through the appropriate internal district steps and processes.

Financial Considerations: The job description/s below have gone through an internal District review process that includes approval by Business Services, Cabinet, and Human Resources.

LCAP Goal(s): Graduation Outcomes, Academic Outcomes, and Welcoming Safety Outcomes.

Documents Attached: Job Descriptions:

Revised Job Description:

- | | |
|---|-------------------------|
| • Chief of Staff | Superintendent's Office |
| • Executive Director, Strategy, Data & Continuous Improvement | Academic Office |
| • General Counsel | Superintendent's Office |

Estimated Time of Presentation: N/A

Submitted by: Dan Schallock, Director II Employee Relations

Approved by: Cancy McArn, Superintendent

SACRAMENTOCITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Chief of Staff	CLASSIFICATION:	Non-Represented Management – Superintendent’s Cabinet, Certificated
SERIES:	Chief Officer	FLSA:	Exempt
JOB CLASS CODE:	9943	WORK YEAR:	12 Months
DEPARTMENT:	Superintendent's Office	SALARY:	Range 29 Salary Schedule A-C
REPORTS TO:	Superintendent	BOARD APPROVAL: HR REVISION: CABINET APPROVAL:	Pending, 5-21-26, 09-03-09 5-7-26, 07-20-11 5-12-26, 01-07-13

BASIC FUNCTION:

The Chief of Staff is responsible for the coordination, completion, and reporting on all administrative and program assignments directed by the Superintendent, including assignments to chief officers of the Superintendent’s Cabinet under the Coherent Governance policies of the Board of Education. In addition, the Chief of Staff shall manage, on an interim basis and as assigned by the Superintendent, offices and departments in order to ensure timely completion of services and programs in support of the Strategic Plan. The Chief of Staff is directly accountable to the Superintendent and shall at all times be available as needed by the Superintendent.

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 principal job elements.)

Assist the Superintendent with the design, development, and implementation of the District’s Strategic Plan for education change and initiatives for the future; implement and update the District’s Strategic Plan as appropriate. **E**

Provide support of the District’s labor and staff relations; coordinate collaborative staff and labor relations activities; coordinate and disseminate labor relations information; assist in resolving disputes and grievances in accordance with District policies/procedures, union contracts, and past practices. **E**

Serve as Acting Chief Officer or Assistant Superintendent when necessary. **E**

Assume Cabinet-level administrator duties and responsibilities on an interim basis. **E**

Organize, coordinate, or direct work on special projects as assigned by the Superintendent; conduct research and assume responsibility for the compilation of records and reports requested by the Superintendent. **E**

Assist the Superintendent with the design, development, and implementation of Cabinet evaluations in order to align evaluations to the District’s Strategic Plan. **E**

Provide administrative coordination for District operations and support to further the District’s Strategic Plan and objectives; make recommendations concerning the implementation of Strategic Plan goals and objectives. **E**

Provide administrative oversight for the preparation and completion of reports and related data for District administrators, staff, and the public. **E**

Direct and/or prepare and maintain a variety of narrative and statistical reports, records, correspondence, and files related to assigned services, activities, and operations; prepare reports with analysis, findings, and recommendations; operate a computer. **E**

Support assessment and tracking of progress towards goal achievement and plan implementation to support District objectives. **E**

Coordinate all facets of the daily operations of the Superintendent's Office to ensure compliance with Board policies, regulations, and local, state, and federal laws and regulations. **E**

Act as the responsible administrator for channeling incoming correspondence directed to the Superintendent's Office to appropriate personnel for action or information; conserve the Superintendent's time by reading, researching, responding to, and routing correspondence and email; collect and analyze information. **E**

Analyze and manage sensitive issues that arise frequently in the rapidly changing environment of the Superintendent's Office where improper handling may have serious consequences for the school District. **E**

Provide information on District policies and procedures; serve as liaison between the members of the Board of Education and members of the community, parents, and staff; analyze, interpret, and provide recommendations to the Superintendent concerning District issues and other matters. **E**

Conduct one-on-one meetings with designated staff, members of the public, parents, and others on behalf of the Superintendent. **E**

Provide leadership to implement and monitor services. **E**

Facilitate communication among District administrators and staff to assure efficient and effective services to school sites. **E**

Lead and work with school improvement initiatives that address student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Participate in District, Board of Education, committee meetings, and other activities deemed necessary by the Superintendent. **E**

Provide technical expertise, information, and assistance to the Superintendent regarding assigned functions, unusual trends, or problems, and recommend appropriate corrective action. **E**

Assist with the preparation of the annual budget; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines. **E**

Assist with the preparation of the Superintendent's evaluation, and develop a new evaluation tool for Cabinet officers. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and recommend employees for hire; recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Communicate and collaborate with other administrators, District personnel, outside organizations, parents, and the community to develop, implement, and coordinate activities and programs, resolve issues and conflicts, and exchange information; recommend District standards of ethics and professionalism. **E**

Serve as a team member of the Superintendent's Cabinet. **E**

Perform related duties consistent with the scope and intent of the position.

TRAINING, EDUCATION, AND EXPERIENCE:

Master's degree, and five years increasingly responsible experience in public education, or experience as an assistant principal, department chairperson, counselor, student activities advisor, or in another administrative or supervisory position.

LICENSES AND OTHER REQUIREMENTS:

Administrative Services Credential and a valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Current educational administration principles and practices.
- Educational programs, curriculum, and instructional practices.
- Urban school districts and diverse student populations.
- Strategic planning process.
- District operations and appropriate supportive services required to assure operational effectiveness.
- Employee organization contracts.
- Budget preparation and control.
- Applicable laws, codes, regulations, policies, and procedures.
- District organization and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Effective management principles, practices, and supervision techniques.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

ABILITY TO:

- Assist the Superintendent with the design, development, and implementation of the District's Strategic Plan.
- Modify management strategies based on evaluation data.
- Work with and maintain strict confidentiality on all privileged executive matters.
- Deliver critical, accurate and difficult information to decision-makers to mitigate District liability and support informed strategic action.
- Demonstrate excellent organizational skills and attention to detail.
- Demonstrate excellent team-building skills.
- Exercise judgment and discretion in interpreting and applying policies and procedures.
- Gain knowledge of strategic planning, financial forecasting, marketing, and accounting.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Lead and work with school improvement initiatives that address student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Work independently with little direction.
- Analyze situations accurately, and adopt an effective course of action.
- Plan and organize work to meet schedules and timelines.
- Prepare comprehensive narrative and statistical reports.

- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and District standards of professional conduct.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; site visits.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and communicate on the telephone; operate a computer keyboard and other office productivity machinery ability to observe details at close range; ability to prepare a variety of financial and statistical documents, records and reports, perform essential job functions that involve working with digital information displayed on computer systems; remain stationary for extended periods of time; retrieve and store files; move light objects.

SAMPLE HAZARDS:

Contact with dissatisfied or abusive individuals.

HEALTH BENEFITS: Management employees purchase their own health benefits with District-offered plans.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Executive Director, Strategy, Data & Continuous Improvement	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 Months
DEPARTMENT:	Academic Office	SALARY:	Range 23 Salary Schedule A
REPORTS TO:	Assigned Supervisor	CABINET APPROVAL: HR APPROVAL: BOARD APPROVAL:	5-26-26, 11-1-22, 7-1-22 5-27-26, 12-1-22, 7-7-22, 2-16-22 TBD

BASIC FUNCTION:

Responsible for the strategic leadership, development, and management of the District's continuous improvement framework. This includes overseeing the integration of the Local Control Accountability Plan (LCAP) with Multi-Tiered Systems of Support (MTSS) and the District's Culture & Climate Framework to ensure a cohesive, data-driven, culturally responsive, approach to student success. The Executive Director will align data systems and governance, lead research and accountability efforts, and manage multi-year action plans to improve disproportionate academic, behavioral, and social-emotional outcomes for all students. This position provides strategic direction and supervision to assigned team of directors, coordinators, and specialists to build the capacity of district and site leaders to use evidence-based practices, data-based decision-making, and continuous improvement cycles.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This 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.)

Strategic Planning & LCAP Development

- Lead inclusive educational partner engagement, including District advisory committees, and school improvement initiatives that center the voices of diverse student, family, and community groups to identify and close opportunity and achievement gaps between racial, ethnic, linguistic, disability, and economic groups. **E**
- Direct the development, writing, annual update, engagement process, Board presentation, and implementation monitoring of the District's LCAP. **E**
- Lead strategic fiscal planning by aligning programs, services, and supplemental/concentrated funds with LCAP goals to ensure resources are effectively deployed to meet student needs **E**
- Coordinate cross-departmentally and with school sites to align the LCAP with Single Plans for Student Achievement (SPSA) and school improvement planning. **E**
- Prepare and present regular reports, policies, and status updates to the Board of Education and District leadership regarding LCAP status and engagement activities. **E**

Multi-Tiered System of Supports Expansion & Integration

- Lead the development, rollout, and evaluation of the District's comprehensive MTSS framework; including establishing standardized systems (definitions, decision rules, and fidelity checks) and collaborating with leadership to ensure these frameworks are effectively translated into actionable, site-level implementation plans. **E**
- Design and lead a multi-year professional learning and coaching strategy that builds the capacity of district and school leadership teams to utilize data-based problem-solving, communities of practice, and assessment literacy to improve holistic student outcomes. **E**
- Coordinate systemic intervention and response frameworks by aligning referral processes, progress monitoring tools, and decision-making rules across all sites to ensure students receive timely, matched, and high-fidelity academic and social-emotional supports. **E**
- Establish and support communities of practice for school-level MTSS leads and site leadership teams to communicate, problem-solve, and strengthen implementation. **E**
- As part of the MTSS framework, lead and coordinate culture and climate improvement initiatives, such as restorative practices, culturally responsive learning environments, anti-bias/anti-racist practices, and trauma-informed care. **E**

Data Governance, Research and Accountability

- Direct the District's accountability division, overseeing internal and external research, program evaluation, data analysis, and reporting to inform practice, allocate resources, and monitor equity outcomes. **E**
- Oversee the administration and/or scoring of national, state, district, and voluntary assessments, ensuring requirements associated with test administration, timelines, and reporting are met; collaborate cross-departmentally to develop and administer district assessments and related training activities. **E**
- Manage the District's performance management initiatives, including the development and oversight of dashboards and data profiles for ongoing performance monitoring and learning. **E**
- Establish systems, routines, tools, and expectations that promote a culture of data-based decision-making, progress monitoring, implementation monitoring, and continuous improvement across district departments and school sites. **E**
- Collaboratively work with District personnel and principals to ensure data systems and problem-solving processes are in place to monitor student data across core, supplemental, and intensive supports. **E**

Administrative Leadership

- Communicate and collaborate with other administrators, District personnel, labor partners, outside organizations, and state and federal agencies to coordinate activities and programs, resolve issues and conflicts, exchange information, and model District standards of ethics and professionalism. **E**
- Provide professional learning and coaching to site leaders and site-based teams, certificated and classified staff, and assigned teams to advance the District's initiatives.
- Directly supervise, evaluate, and hold accountable the performance and professionalism of assigned staff, including research teams and MTSS specialists.
- Develop and manage the department's annual budget, authorizing expenditures in accordance with established guidelines and ensuring resources are aligned to District priorities. **E**
- Maintain the District's MTSS and LCAP online presence, providing regular communication and updates regarding implementation and impact. **E**

- Direct the preparation and maintenance of narrative and statistical reports, records, correspondence, webpages, dashboards, grant applications, inventories, contracts, and files related to assigned services, activities, and operations. **E**
- Assure compliance with applicable federal, state, and local laws, codes, and regulations related to assigned areas. **E**
- Provide a positive climate of interaction and communication among school staff, families, students, labor partners, community members, District staff, and outside agencies. **E**
- Perform other related duties consistent with the scope and intent of the position.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree and any combination equivalent to: Five years' increasingly responsible certificated and management experience in school improvement, instructional leadership, implementing multi-tiered systems of support, and/or the development of professional learning programs.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license; provide personal automobile and proof of insurance. Possession of a valid California Teaching Credential and Administrative Services Credential is required.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Local Control Funding Formula (LCFF), Local Control and Accountability Plan (LCAP), LCAP engagement requirements, and related state templates, metrics, timelines, and reporting processes.
- Federal, state, and district accountability requirements, including school planning requirements, SPSA alignment, state and federal reporting, and accountability measures.
- Assessment administration, assessment literacy, measurement tools, adaptive and curriculum-based assessments, test security, data reporting, and assessment-related training.
- Educational research, program evaluation, data analysis, performance management, dashboard/scorecard development, data visualization, data governance, and reporting practices.
- Multi-Tiered System of Supports (MTSS), data-based problem-solving, response to intervention, positive behavioral interventions and supports, social-emotional learning, restorative practices, trauma-informed practices, family engagement, and school climate supports.
- Continuous improvement methods, improvement science, implementation science, strategic planning, project management, change management, and school improvement practices.
- Curriculum and instruction, professional learning, adult learning principles, coaching, instructional leadership, and site leadership practices.
- School district organization, operations, policies, procedures, budgeting, labor partner engagement, and Board governance processes.
- Budget preparation and control; grant, contract, and resource alignment practices.
- Principles and practices of management, supervision, evaluation, staff development, conflict resolution, and team building.
- Cultural, educational, linguistic, disability-related, and social needs of diverse students, families, staff, and communities.
- Oral and written communication, facilitation, public presentation, report writing, and interpersonal skills using tact, patience, and courtesy.
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures.

ABILITY TO:

- Plan, organize, control, and direct complex districtwide systems, programs, projects, budgets, timelines, and personnel.
- Build coherent systems that align data, assessment, accountability, LCAP, MTSS, site planning, professional learning, intervention/response, and continuous improvement work.
- Provide strategic leadership and technical assistance to district leaders, site administrators, staff, families, community partners, advisory committees, and the Board of Education.
- Use data and evidence to identify needs, monitor implementation, evaluate impact, inform decisions, and communicate progress to varied audiences.
- Build consensus, facilitate complex conversations, resolve conflicts, and work effectively in settings where differing perspectives are present.
- Lead, supervise, evaluate, coach, and develop assigned staff; establish clear expectations and support high levels of performance and professionalism.
- Design, implement, and monitor professional learning, coaching, communities of practice, and other capacity-building structures for adults.
- Prepare and deliver clear presentations, dashboards, narrative reports, statistical reports, policy papers, Board updates, and other written materials.
- Read, interpret, apply, and explain laws, rules, regulations, policies, procedures, research, data, and technical guidance.
- Maintain a high level of objectivity, confidentiality, integrity, and ethical conduct while providing quality information to facilitate decision-making at all levels.
- Collaborate across departments, schools, labor partners, families, community groups, agencies, and other educational partners.
- Plan and organize work to meet schedules and internal/external deadlines while responding to changing priorities.
- Operate a computer and use relevant software, data systems, spreadsheets, presentation tools, dashboards, and communication platforms.
- 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.

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; bend at the waist, reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.

(Former Classification: Executive Director, LCAP)

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	General Counsel	CLASSIFICATION:	Non-Represented Management Superintendent's Cabinet, Classified
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	TBD	WORK YEAR:	12 Months
DEPARTMENT:	Superintendent	SALARY:	Range 37 Salary Schedule A-C
REPORTS TO:	Superintendent	REVISION:	5-22-2026, 3-5-2024
		HR APPROVAL:	5-27-2026, 5-4-2023
		CABINET	
		APPROVAL:	5-26-2026, 4-27-2023
		BOARD APPROVAL:	TBD

BASIC FUNCTION:

Under the direction of the Superintendent, the General Counsel governs the successful implementation of the Legal Services Department and serves as both the primary legal/ representative (i.e., general counsel) advisor to the Superintendent and Cabinet members on governance matters.

Interpret and provide guidance to all Departments in the district regarding Board policies, administrative regulatory compliance, and federal and state laws including, but not limited to, the Education Code, Brown Act, Fair Political Practices, and the Government Code, California Civil Rights Department (CCRD) and the Equal Employment Opportunity Commission (EEOC). They may also provide legal input and insight to student discipline hearing panels regarding student discipline.

They will provide input and possibly conduct investigations, respond to and represent the District to determine legal and factual bases for proceedings that include but are not limited to, PERB, EEOC/CRD, OCR complaints, Department of Labor Standards and Enforcement complaints, and California Commission on Teacher Credentialing.

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:

Serve as the District liaison between outside legal counsel and District departments; and local, regional, state, and federal agencies as assigned. **E**

Serve as the level three hearing officer for grievances or delegate to another District officer, if appropriate. **E**

Serve as the District's Filing Official/ Officer for Fair Political Practice Commission filings; monitor and maintain the list of the District's designated filers of the Form 700, "Statement of Economic Interest"; and maintain the District's Conflict of Interest Code, BB 9270. **E**

Serves as a highly visible representative of the school district and a participant in all major policy discussions. **E**

Represent:

Represent the District in mediation, arbitration hearings (i.e. - grievance) based on negotiated contracts, settlements meetings, and student/family related alternative dispute resolution proceedings; making recommendations to general counsel and Governing Authority on alternative dispute resolution settlement issues. **E**

Represent the District in employment matters before the Department of Fair Employment and Housing (DFEH) and the Equal Employment Opportunity Commission (EEOC). **E**

Represent, when assigned, as alternate Compliance Officer for Uniform Complaint Procedure complaints and as an officer for discipline proceedings. **E**

Represent the district on forums with various external parties. **E**

Responsibility:

Manages and supervises the District Legal Office. **E**

Oversee day-to-day handling of legal issues, complaints, and litigation. **E**

Oversee responses to Public Records Act (PRA), Requests for Information (RFI), proposals pursuant to board policy (i.e. – Request for Proposals (RFP's)), and administrative agency requests. **E**

Oversee and perform complex-level duties in investigation, initiation of actions, discovery, document production, depositions, briefing, settlement, trial, and general business law administration. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Manage and collaborate with the HR Department with receipt and processing of subpoenas, summons, pupil records privacy and access. **E**

Ensures the effective delivery of strategic governance, legal and regulatory compliance, and public/government relations of the District. **E**

Protects and preserves the legal, ethical, and financial stability of the District. **E**

Build/Develop/Provide/Prepare:

Provides legal advice to the Superintendent, and the District senior leadership team on legal issues, including general public education law, special education law, labor and employment law, litigation and claims, contracts, bids, construction, real property, and charter school law. **E**

Develop, implement, and manage cross-functional training with HR, Technology, and Business Services regarding internal and external procedures, timelines, goals, and metrics by using best practice research with the District's goals and objectives to assure smooth and efficient delivery of services. **E**

Prepare legal documents, contracts, policies, notices, rules and regulations, and Board resolutions. **E**

Prepare, negotiate, and review contracts and memoranda of understanding (MOU's). Provide legal issues as necessary. **E**

Develop and document best practices and develop databases to use in decision support. **E**

Coordinate Conflicts of Interest and Lobbyist Filing Compliance. **E**

Conduct research, and analyze data to provide and coordinate recommendations to District personnel, outside legal counsel, investigators, and State agency personnel concerning the resolution of legal issues and conflicts, Board policies, administrative regulations, collective bargaining agreements, the Education Code, Brown Act, Fair Political Practices, Government Code, and other state and federal laws and regulations. **E**

Ethicize general counsel and associated staff to conduct legal unbiased investigations, research, interview (clients and witnesses), gather evidence, and handle other details necessary to provide litigation and trial preparation in all areas of law pertaining to school districts. **E**

Develop special projects and conduct research; attend to administrative details on special matters as assigned; and manage various ongoing projects and legal matters including data collection, preparation of reports, conducting data analyses, and the interpretation of findings. **E**

Maintain confidentiality of all personnel matters; some duties will involve access to confidential information concerning employer-employee relations and negotiations. **E**

Advisement:

Proactively advise and provide technical expertise, information, and assistance to staff. **E**

Provide advisement on civil rights issues related to student speech, student searches, student attire, related discipline, Title IX, Title VII, and equity, and other related issues. **E**

Advise on and prepare responses to complaints and appeals filed by parents and Office of Civil Rights (OCR) and California Department of Education (CDE) investigations. **E**

Advise school sites or provide general counsel on variety of issues including student/family related alternative dispute resolution with issues of child custody conflicts and abuse reporting responsibilities, and withdrawal of consent letters. **E**

Advise and collaborate with Student Support and Health, Youth Development, and Special Education Department on issues of student health and services, including 504 Plan issues, Residency issues, and homeless and foster youth issues. **E**

Advise the Human Resource and Business Services Department on related matters including discipline, investigations, and collective bargaining agreements, Skelly Hearing process for represented and non-represented employees, Notice of Unprofessional Conduct/Notice of Unsatisfactory Performance letters, CRD/EEOC complaints, and ADA related issues. **E**

Provide advisement on Charter School matters, including Petitions, renewals, and Memorandum of Understandings, FUA analysis. **E**

Advise on Business and Facilities Maintenance Department on matters, including contract and bid processes, use of public funds and pupil fees issues, developer fees issues. **E**

Assist in the preparation and development of the department's annual budget; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Attend:

Attend and provide legal advice and counsel for internal administrative meetings, and other meetings, as needed. **E**

Attend workshops, trainings, conferences, and study legal journals and publications to remain current with the latest revisions to laws and regulations. **E**

Maintain:

Maintain legal library with current law and resources. **E**

Perform related duties as assigned.

TRAINING, EDUCATION, AND EXPERIENCE:

Any combination equivalent to: Graduation from an accredited school of law and/or Juris Doctor (J.D.) degree from a law school accredited by the American Bar Association, active member in good standing of the State Bar of California, and five years increasingly responsible experience working in a school district or a law firm that provides legal services to school districts or seven (7) years of experience in labor and employment law or similar fields; legal experience in the public sector is highly desirable. Preference will be given for coursework in educational laws and regulations, administrative laws and regulations, labor laws and regulations, or public agency administration.

LICENSES AND OTHER REQUIREMENTS:

California Bar Membership (Active); valid California driver's license; and provide personal automobile and proof of insurance. Eligible for membership in the State Bar of California and admission to practice before the United States District Court for the Northern District of California (preferred).

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- California judicial procedures.
- Computerized case management system(s).
- Investigation techniques and procedures.
- Legal management practices, such as discovery, document production, depositions, briefing, and trial procedures.
- School operational procedures including instructional scheduling, hours, and local procedures.
- Technical aspects of field of specialty.
- Applicable sections of the California Education Code (EDC), other laws, rules, and regulations related to assigned activities.
- Meyers-Milias Brown Act, Fair Labor Standards Act, Government Code and California Education Code and applicable court rulings.
- District organization, operations, policies, procedures, and objectives; applicable sections of the California Education Code and other laws and regulations.
- Any and all state and federal laws and regulations that govern working conditions that are subject to negotiations (such as FMLA, ADA, OSHA, OTETA, CFEHA, Government Codes, California Ed Code, Labor Law, etc.).
- Any and all state and federal laws that govern discipline, dismissal and release of public school employees.
- Research methods and report writing techniques.
- Current economic, political and sociological conditions affecting school districts.
- Current issues and problems of large urban school districts and their communities.

- Budget preparation and control.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation and development of approaches, strategies, and techniques.
- Operation of a computer, related software, scanners, and standard office equipment.
- Interpersonal skills using tact, patience, and courtesy.
- Health and safety regulations.

ABILITY TO:

- Conduct unbiased investigations.
- Prepare pleadings and briefs.
- Conduct legal research.
- Develop clear and unambiguous contract language.
- Make persuasive oral arguments in administrative hearings, arbitrations or other alternative dispute resolution settings.
- Work with and maintain strict confidentiality on all privileged executive matters.
- Deliver critical, accurate and difficult information to decision-makers to mitigate District liability and support informed strategic action.
- Understand, analyze, and interpret Board policies and regulations, and state and federal laws and regulations.
- Manage multiple priorities simultaneously with highly developed organizational skills and attention to detail.
- Research, analyze, compile, and verify data, and prepare comprehensive narrative and statistical reports.
- Exercise analytical and independent judgment.
- Analyze situations accurately and adopt an effective course of action.
- Plan and organize work to meet schedules and deadlines.
- Work confidentially with discretion.
- Complete work independently with many interruptions.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective working relationships with management, site administrators, staff, and the public.
- Meet schedules and timelines.
- Train and supervise the performance of assigned staff.
- Prepare and deliver presentations and trainings.
- Compose correspondence and written materials independently.
- Operate a computer, related software, scanners, and standard office equipment.
- Lift light objects according to safety regulations.
- 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; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Make presentations, and exchange information in person and communicate on the telephone; operate a computer keyboard and other office productivity machinery ability to observe details at close range; ability to prepare a variety of financial and statistical documents, records and reports, perform essential job functions that involve working with

digital information displayed on computer systems; remain stationary for extended periods of time; retrieve and store files; move light objects.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals.

(Former Classification: Chief Legal Counsel)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: June 4, 2026

Subject: SCUSD Sustainability Plan, 7 Fiscal Strategies

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

Division: Superintendent & Cabinet

Recommendation: Approve SCUSD Sustainability Plan and direct the Superintendent to take immediate steps toward implementation of all 7 strategies.

Background/Rationale: Approval of this action item would represent a key shift in fiscal strategy for the District – away from solvency and toward a focus on long-term sustainability and less reliance on deficit spending.

Financial Considerations: Exact cost-savings are still undetermined, but could exceed tens of millions of dollars per year.

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

Documents Attached:

N/A

Estimated Time of Presentation: N/A Submitted by: Brian Heap, Chief Communications Officer Approved by: Cancy McArn, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date: June 4, 2026

Subject: Multi-Tiered System of Supports Proof of Concept Update

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

Division: Academic Office

Recommendation: Informational

Background/Rationale: In September 2025, the District provided the Board with an update on the launch of the MTSS Proof of Concept at ten elementary schools. Since that time, the District, in collaboration with SCTA, site leaders, MTSS Specialists, and central office partners, has continued to install the foundational systems needed to support implementation of the District's Multi-Tiered System of Supports Framework. Throughout the 2025-26 school year, Proof of Concept sites have engaged in professional learning, developed site-based teaming structures, reviewed implementation progress using the SWIFT-FIA, and begun creating the tools, routines, and decision-making processes necessary to provide more consistent academic, behavioral, social-emotional, and mental health supports across tiers.

Financial Considerations:

Investment in MTSS helps reduce long term costs by strengthening early identification, prevention, and timely intervention before student needs intensify. When students receive coordinated academic, behavioral, and social emotional supports within the general education setting, school teams are better situated to address barriers early and avoid unnecessary referrals, escalations, or more restrictive placements. This creates a more proactive and equitable system that may mitigate the need for additional staffing,

service, transportation, and program costs associated with placements that may have been prevented with early intervention.

Funding for the 2026-27 school year for staffing, teaming structures, meetings, and professional learning has been allocated utilizing a combination of restricted and unrestricted funding.

LCAP Goal(s): Goal 1, Goal 2, Goal 3

Documents Attached: N/A

Estimated Time of Presentation: 10 minutes

Submitted by: Erin Findley, Interim Chief Academic Officer
Matt Callman, MTSS Director

Approved by: Cancy McArn, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: June 4, 2026

Subject: 2025-26 Charter Schools Annual Oversight Report

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

Division: Office of the Deputy Superintendent

Recommendation: Receive the 2025-26 Charter Schools Annual Oversight Report.

Background/Rationale: Charter oversight is a critical responsibility, requiring authorizers to ensure that charter schools operate within their charter agreements, comply with state and federal laws, and deliver a high-quality education to students. Under California Education Code §47604.32, authorizers are tasked with monitoring academic performance, financial stability, and governance practices, conducting site visits, and providing feedback to schools while maintaining transparency and accountability. Additional provisions, such as Education Code §47605, establish standards for charter petitions, renewals, and revocations, emphasizing the importance of performance and compliance. Effective oversight, as outlined in these statutes, upholds public trust and supports continuous improvement in the charter school sector. It is also crucial for limiting the District's liability with regards to its Charter Schools.

In the 2025-26 School Year, the Office of Innovative Schools reviewed over 35 different records, conducted a thorough site visit (including classroom observations and staff/student/parent interviews), and compiled State data for each of the District's authorized charter schools. The analysis of this work is compiled into a report on each school, as well as an aggregated report summarizing the information for all schools.

Producing an annual report is a key component of effective charter oversight, aligning with the above legal requirements. It provides a clear, accessible summary of school performance trends, compliance status, and financial health, fostering transparency for families, community members, and policymakers. These reports also play a crucial role in decision-making processes, supporting renewal or revocation actions under

Education Code §47607. By documenting successes and identifying areas for improvement, annual reports strengthen public confidence, ensure accountability, and contribute to the ongoing quality and integrity of California's charter school system. Sacramento City Unified School District publishes these reports on its website for public consumption.

Financial Considerations: These reports document the fiscal condition of each charter school and meet financial oversight requirements. This limits the District's liability should one of its authorized Charter Schools should fall into financial distress.

LCAP Goal(s): Not Applicable

Documents Attached:

1. Annual Charter Oversight Board Report 2025-26 (with links to individual school reports)
2. Recommendations for Corrective Actions for St. HOPE Public Schools and Sol Aureus College Preparatory

Estimated Time of Presentation: 10 min

Submitted by: Mary Hardin Young, Deputy Superintendent
Amanda Goldman, Ed.D., Director, Innovative Schools

Approved by: Cancy McArn, Superintendent



Charter School Oversight

Annual Report to the Authorizing Board

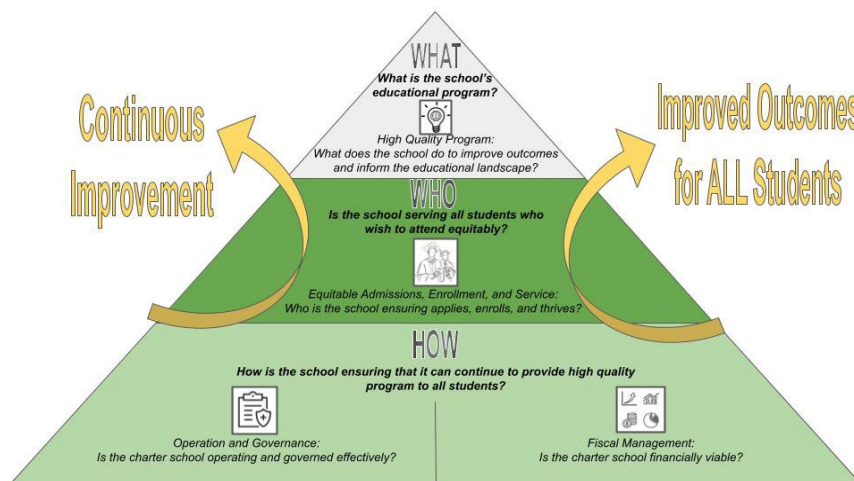
2025-26 School Year

Report prepared by:
Amanda Goldman, Ed.D., Director, Innovative Schools

Charter school governing boards bear primary responsibility for the full legal compliance of their school(s). This includes, but is not limited to, ensuring that all enrolled students have access to high-quality, safe, and equitable academic programs, maintaining fiscal solvency, and complying with all relevant federal, state, and local laws and regulations.

District authorizers serve as an additional layer of oversight for charter schools, monitoring evidence that all programs are high-quality, safe, and accessible to all students, that governance and operations are effective, and that the fiscal condition remains viable. The authorizer does not certify or otherwise guarantee the school's work. Strong student-centered charter oversight supports equal access to high-quality educational options in the community and provides a foundation for charter renewal.

Materials in this report are compiled based on, but are not limited to, the review of publicly available data, school-provided local data, fiscal documents, the school's website, governing board meeting reviews, and site visits. Each school receives its own detailed report, which is then aggregated into this overview for the authorizing board.



Navigation Table

Click the headings below to navigate through the document.

Aggregate Reports

[2025-26 Oversight Outcomes](#)

[Aggregate Dashboard Data](#)

- [Chronic Absenteeism \(TK-8\)](#)
- [English Language Arts \(TK-8\)](#)
- [English Language Arts \(HS\)](#)
- [Mathematics \(TK-8\)](#)
- [Mathematics \(HS\)](#)
- [Suspension \(TK-8\)](#)
- [Suspension \(HS\)](#)
- [Graduation Rates \(HS+DASS\)](#)
- [College and Career Indicator](#)

Individual School Reports

[California Montessori Project](#)

[Capitol Collegiate Academy](#)

[Growth Public Schools](#)

[Language Academy of Sacramento](#)

[Sacramento Academic & Vocational Academy](#)

[Sol Aureus College Preparatory](#)

[SAC Prep Recommended Corrective Action](#)

[St. HOPE Public School 7](#)

[St. HOPE Sacramento Charter High School](#)

[SHPS Recommended Corrective Action](#)

[Yav Pem Suab Academy](#)

[Bowling Green Elementary](#)

[New Joseph Bonnheim](#)

[Sacramento New Technology Early College
HS](#)

[The MET](#)

****Please Note****

This document presents **point-in-time** data and observations on the Charter Schools authorized by SCUSD. It reflects outcomes observed in the 2025-26 year. It **does not** necessarily reflect a lack of effort, compliance, or even improvement on the part of the Charter School. Schools, even small ones, are large organizations slow to shift. **Even when a School makes all required compliance or program shifts, it may take several years to see the resulting shift in outcomes.**

2025-26 Oversight Outcomes

M = Meets Standard / On Track for Renewal S = Substantially Meets Standard / Progressing Toward Renewal D = Does Not Substantially Meet Standard / Renewal Concern	Performance Data	Education Program	Equitable Service	Governance	Financial
Independent Charter Schools					
California Montessori Project - Capitol Campus	M	M	M	M	M
Capitol Collegiate Academy	M	M	M	M	M
Growth Public Schools	M	M	M	M	M
Language Academy of Sacramento	M	M	M	M	M
Sacramento Academic & Vocational Academy	S	M	M	M	M
Sol Aureus College Preparatory **	M	S	D	D	D
St. HOPE Public School 7 **	S	S	S	S	S
St. HOPE Sacramento Charter High School **	S	D	S	S	D
Yav Pem Suab Academy	S	M	M	S	S
Dependent Charter Schools					
Bowling Green Elementary	S	S	M	M	D
New Joseph Bonnheim	S	M	S	M	S
Sacramento New Technology Early College	S	S	M	M	D
The MET	S	S	M	M	S

*Descriptions of evaluation criteria can be found in each school report.

**Recommended additional oversight and corrective actions are attached to this report.

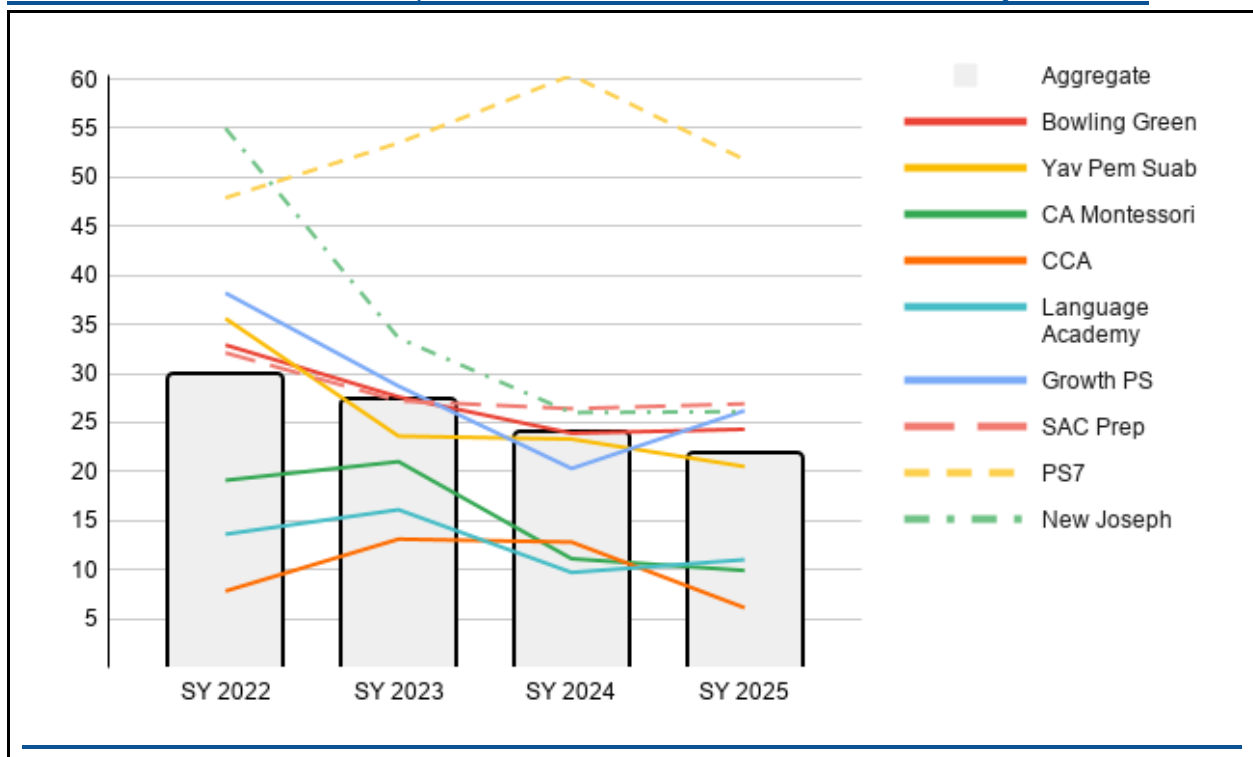
Aggregate Dashboard Data

The following data tables reflect the aggregated California Dashboard data for all SCUSD-authorized, non-DASS charter schools. District staff retrieved publicly available data and combined it using a weighted average method. This allows the District to reflect on achievements in individual charter schools and in the portfolio as a whole.

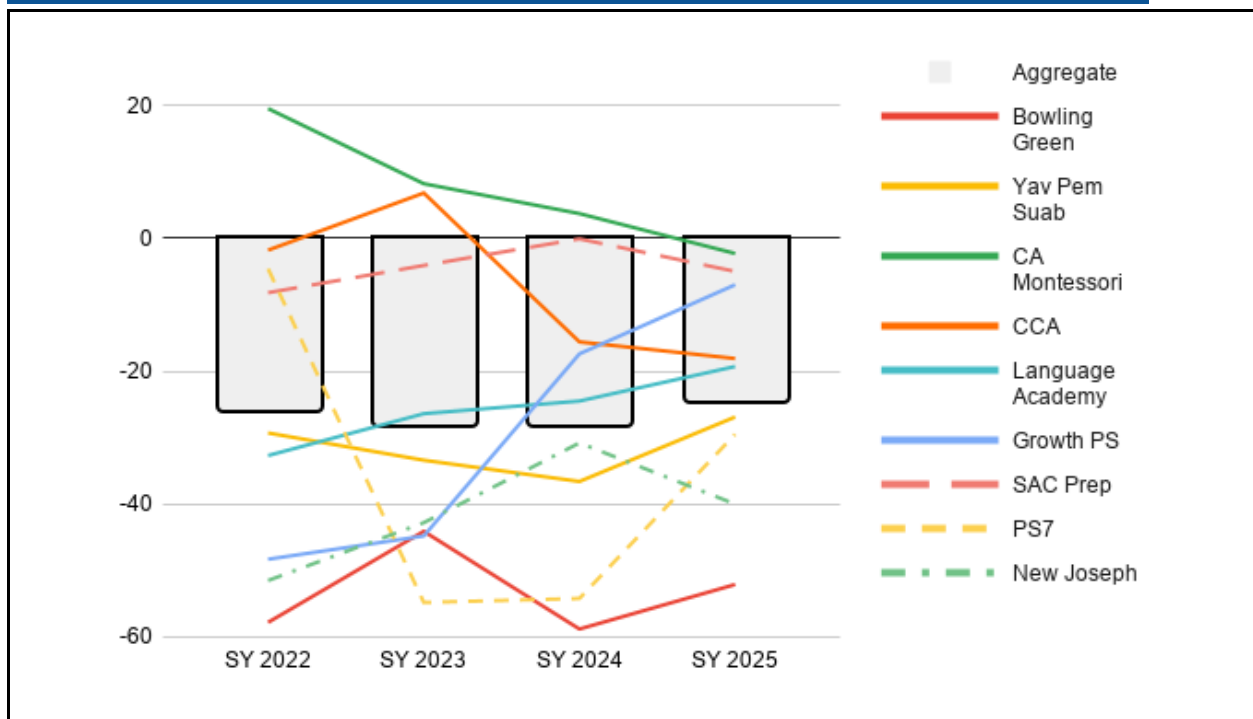
How to read and interpret these graphs:

- Lines show rates by individual school over time
- Bars show the weighted average of all schools each year
- Bars show the changes in the overall charter portfolio
- In the example below, Chronic Absenteeism has dropped across the portfolio as a whole, with some schools having rates considerably higher or lower than the others.

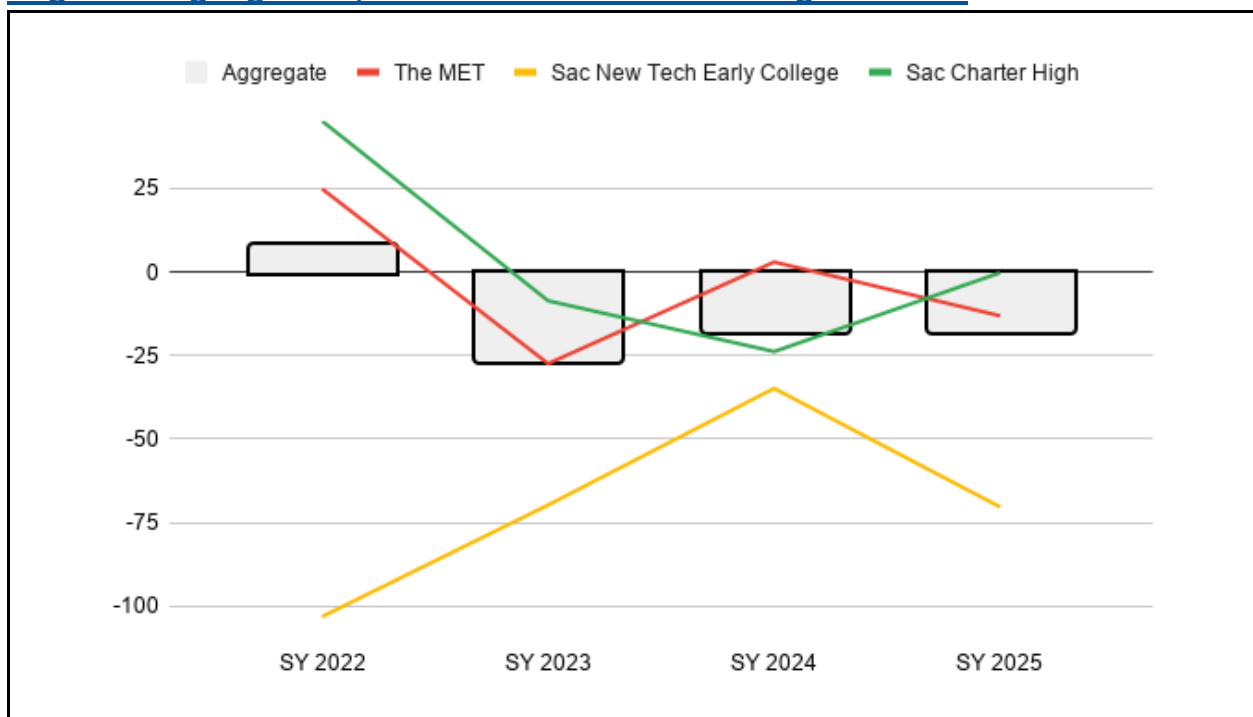
Chronic Absenteeism Rate, Percent of Students - TK-8/Elementary Schools



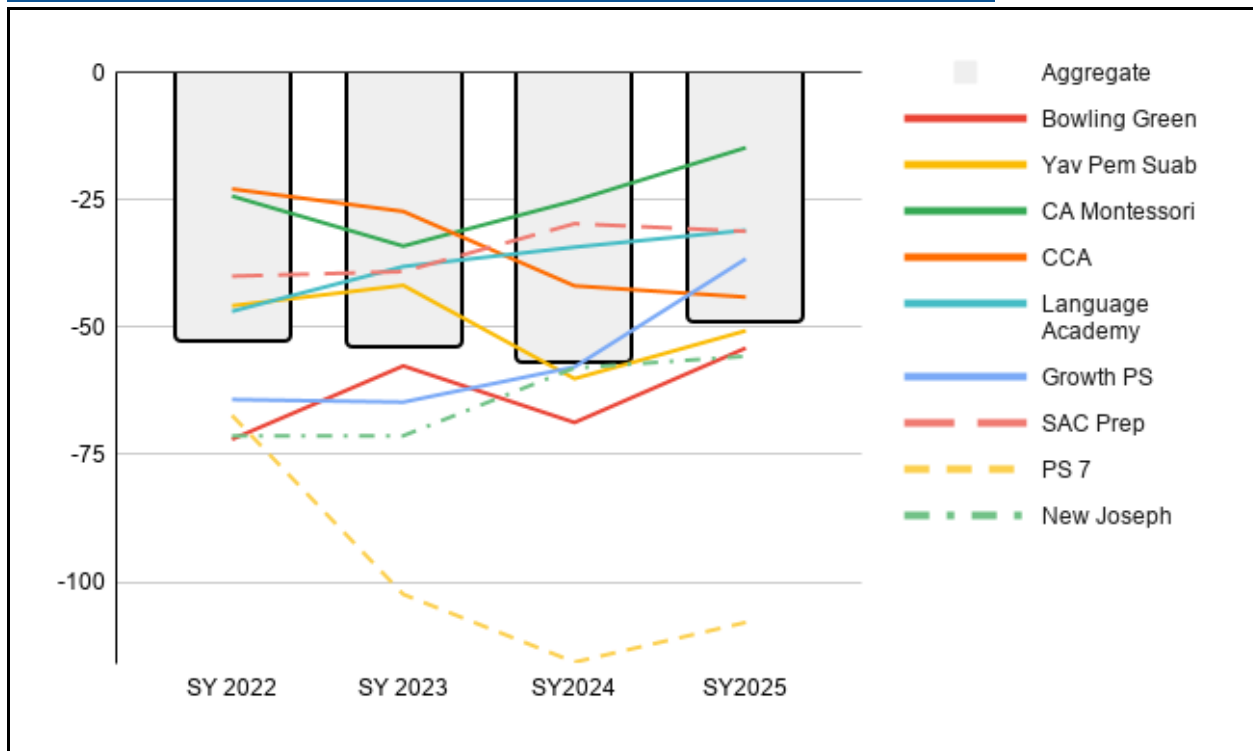
English Language Arts, Distance from Standard - TK-8/Elementary Schools



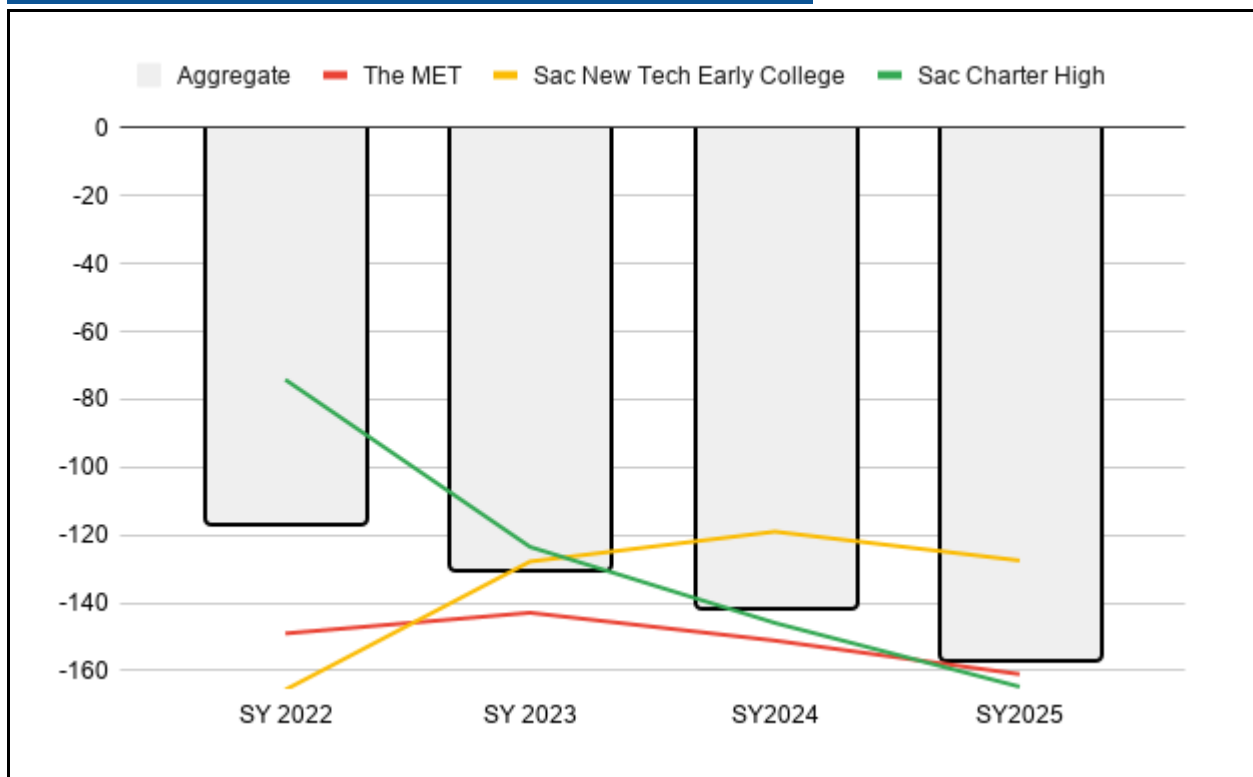
English Language Arts, Distance from Standard - High Schools



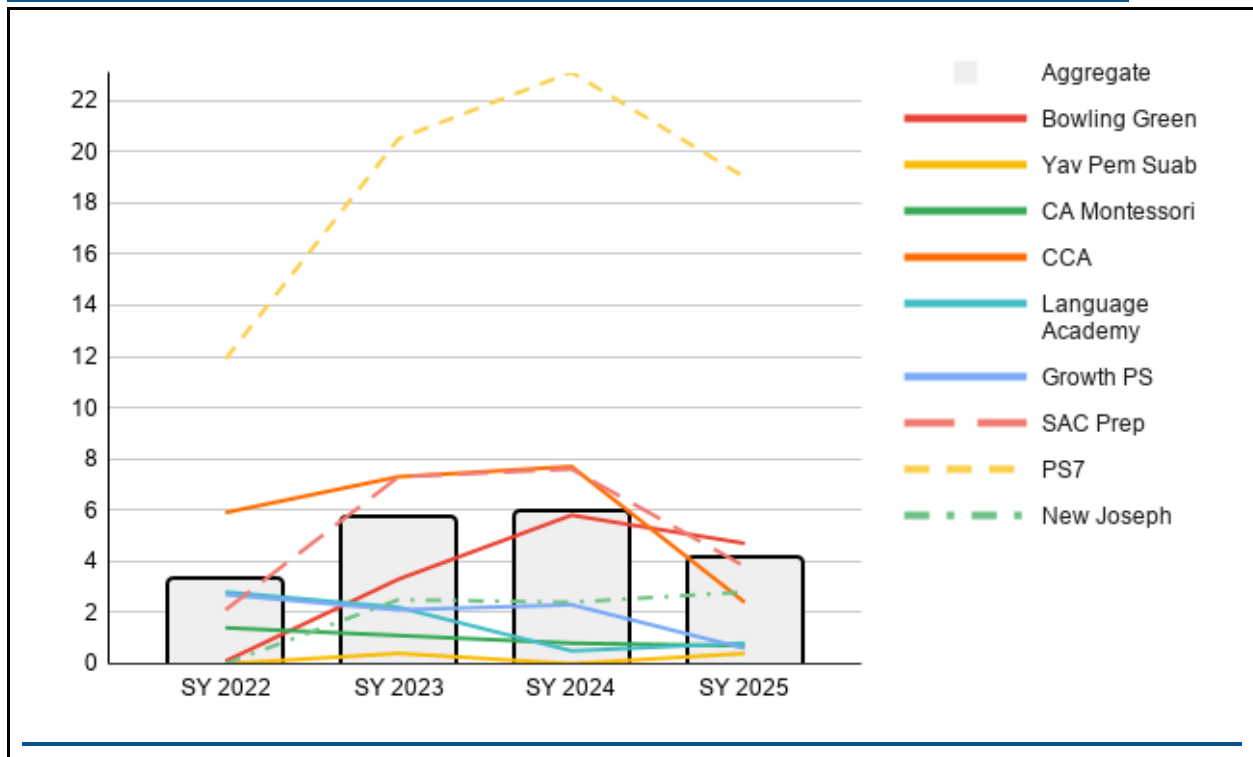
Mathematics, Distance from Standard - TK-8/Elementary Schools



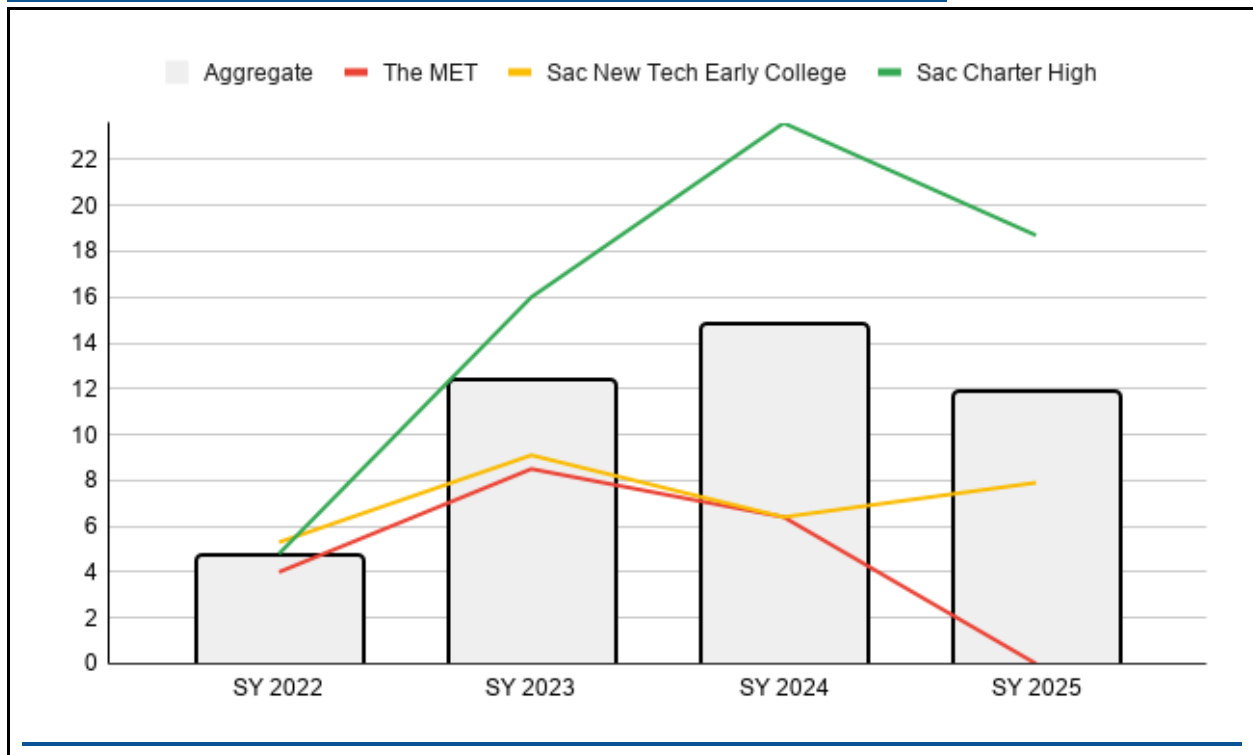
Mathematics, Distance from Standard - High Schools



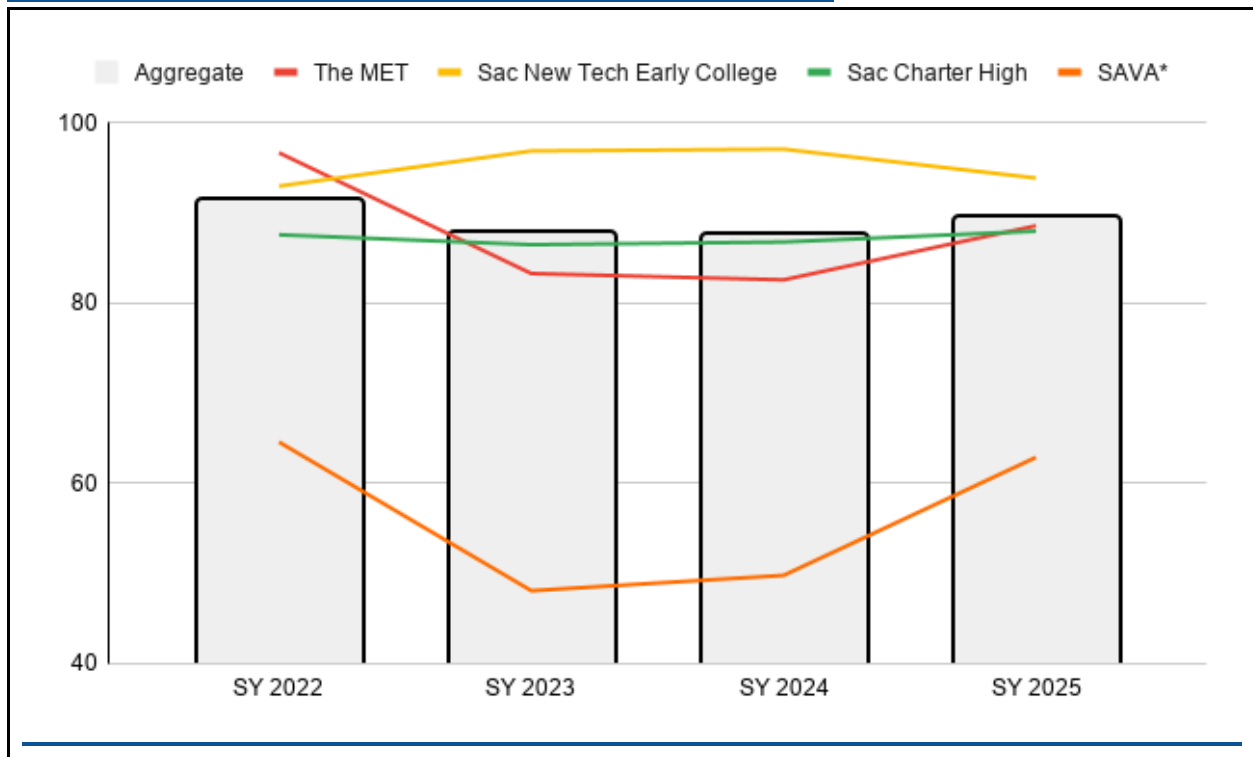
Suspension Rate, Percent Suspended 1+ Days - TK-8/Elementary Schools



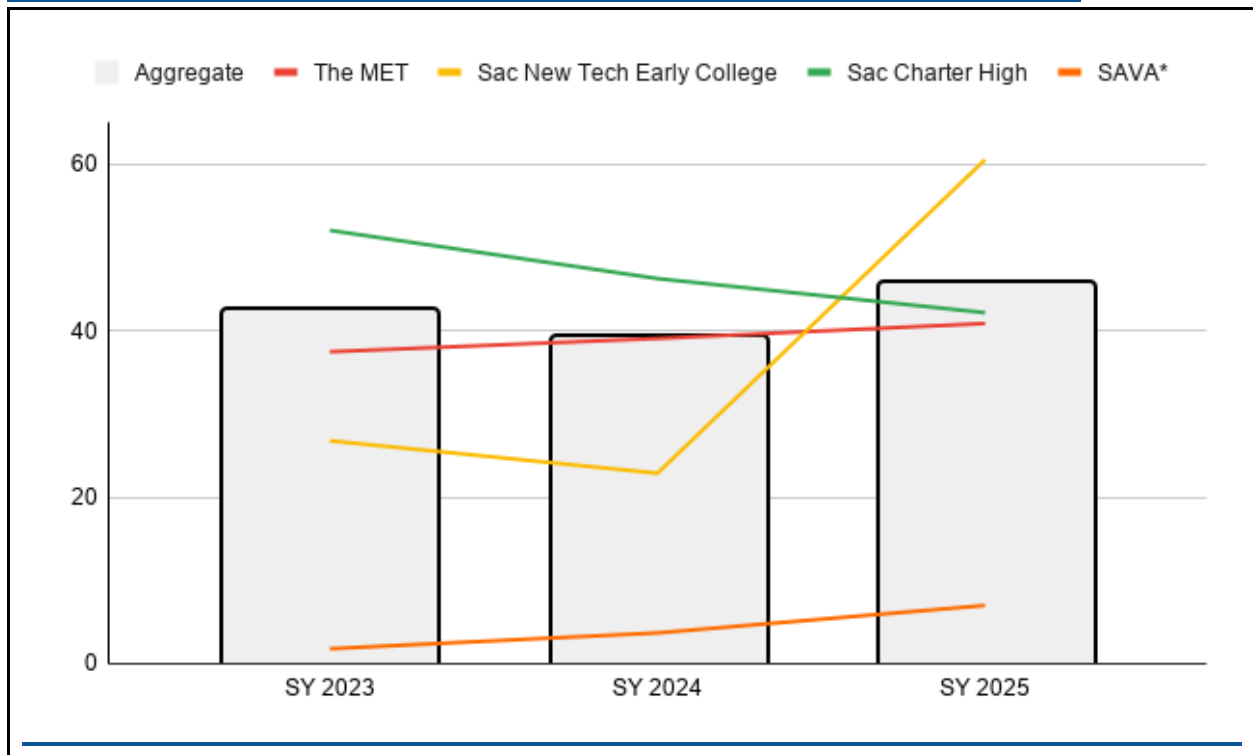
Suspension Rate, Percent Suspended 1+ Days - High Schools



4-year Graduation Rate - High Schools + DASS School



College and Career Preparedness Rate - High Schools + DASS School



California Montessori Project - Capitol Campus

Independent - Grades Served: TK-8 - Renewal by June 30, 2033 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	On Track for Renewal
	The District Board renewed CMP Capitol's charter this year for a term through 2033. The school's data is strong, placing it in the high renewal tier. However, over the course of this term, there should be a significant focus on disproportionate outcomes for students with disabilities and other groups.
Education Program	Meets Standard
	The District has no immediate concerns about the implementation of the instructional program at this time.
Equitable Service	Meets Standard
	The Charter School meets performance standards in this area. However, forthcoming changes to both lottery preferences and SELPA suggest that this is an area for close monitoring in the coming years.
Governance	Meets Standard
	Pending the LCAP update, the District has no operations or governance concerns.
Financial	Meets Standard
	The District has no financial health concerns.
Next Steps	Having just secured a renewal through 2033, the Charter School should be considered in good standing. As part of the renewal MOU, work is needed to bring the LCAP into full compliance. This should be monitored in 2026-27

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	On Track for Renewal	On Track for Renewal	Meets Standard
Education Program	Meets Standard	Meets Standard	Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Meets Standard	Meets Standard	Meets Standard

Capitol Collegiate Academy

Independent - Grades Served: TK-8 - Renewal by June 30, 2027 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	On Track for Renewal
	The Charter School is on track for a middle-tier renewal based on 2025 and 2024 Dashboard data. In 2025, the school maintained or improved 4 of 5 major Dashboard indicators, with significant reductions in absenteeism and suspension rates.
Education Program	Meets Standard
	While there are always areas for improvement, the Charter School is implementing its instructional program with fidelity and a commitment to continuous improvement.
Equitable Service	Meets Standard
	While there are always areas for improvement, the Charter School is equitably serving all students who wish to attend.
Governance	Meets Standard
	The Charter School has made significant improvements in response to the corrective action requests issued last year. While there is always room for improvement, they appear largely compliant.
Financial	Meets Standard
	The District has no financial health concerns. The Charter School will need to work with the District to ensure all documents are submitted correctly and on time.
Next Steps	Pending submission of a reasonably comprehensive renewal petition, the Charter School is on track for a streamlined Middle-Tier renewal in the 2026-27 School year.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	On Track for Renewal	Progressing Toward Renewal	Progressing Toward Renewal
Education Program	Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Does Not Meet Standard	Substantially Meets Standard
Financial	Meets Standard	Substantially Meets Standard	Does Not Meet Standard

Growth Public Schools

Independent - Grades Served: TK-8 - Renewal by June 30, 2030 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	On Track for Renewal
	The Charter School's data show that it is on track for renewal, with increases across all academic indicators for all student groups.
Education Program	Meets Standard
	The Charter School is offering a high-quality instructional program consistent with the promise of their petition.
Equitable Service	Meets Standard
	No significant concerns at this time. The district recommends monitoring the exit data of African American students.
Governance	Meets Standard
	No significant concerns at this time. Please note the action item below for follow-up during the 26-27 school year.
Financial	Meets Standard
	No significant concerns at this time. We recommend that the District and Charter School continue to monitor cash flow closely.
Next Steps	The Charter School should be considered in good standing and proceed under normal oversight monitoring. Action Item: Although all board documents are available on the home page, please update those items using their direct links. Finding them under "Public Documents" isn't necessarily intuitive

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-5)	Two Years Prior (23-24)
Performance Data	On Track for Renewal	On Track for Renewal	Progressing Toward Renewal
Education Program	Meets Standard	Meets Standard	Substantially Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Meets Standard	Substantially Meets Standard	Substantially Meets Standard

Language Academy of Sacramento

Independent - Grades Served: TK-8 - Renewal by June 30, 2027 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	On Track for Renewal
	The Charter School is on track for a middle-tier renewal based on 2025 and 2024 Dashboard data. All student groups increased performance in English Language Arts. Four of five student groups maintained or increased performance in Math. The Charter School has an exemplary English Learner Performance Indicator and a very low suspension rate. While chronic absenteeism remains a challenge, they outperform the state in this area for all student groups.
Education Program	Meets Standard
	Several key factors likely account for the Charter's success in its academic program. 1) Stability (students and staff) and the conditions that create it - including shared leadership. 2) Collaboration structures 3) Data Literate and Informed Decision Making 4) Universal access to first instruction 5) Language-Dense environment 6) Robust MTSS process
Equitable Service	Meets Standard
	Tiered Support Systems are a key element of the Charter School's ability to provide equitable access to all students.
Governance	Meets Standard
	Board members demonstrated a strong understanding of the school, its goals, and governance procedures.
Financial	Meets Standard
	The District has no financial health concerns.
Next Steps	Pending submission of a reasonably comprehensive renewal petition, the Charter School is on track for a streamlined Middle-Tier renewal in the 2026-27 School year.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	On Track for Renewal	On Track for Renewal	On Track for Renewal
Education Program	Meets Standard	Meets Standard	Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Meets Standard	Meets Standard	Meets Standard

Sacramento Academic and Vocational Academy (SAVA) SCUSD

Independent - Grades Served: TK-8 - Renewal by June 30, 2031 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	DASS School: Progressing Toward Renewal
	The Charter School has recently secured a renewal term through 2031. As befitting a DASS school, we have established baseline metrics for its DASS indicators. Based on the 2025 Baseline Data, the School is on track to meet all goals except its Math goal at this time.
Education Program	Meets Standard
	The Charter School has focused many elements of its program around the Dashboard CCI. This seems to support meeting students' needs and avoiding staff-initiative fatigue.
Equitable Service	Meets Standard
	The District has no significant concerns at this time.
Governance	Meets Standard
	The District has no concerns at this time.
Financial	Meets Standard
	The District has no concerns at this time.
Next Steps	Having just secured a renewal through 2031, the Charter School should be considered in good standing. In addition to regular oversight, DASS Indicator Metrics should be reviewed annually. Note: Shortly before the publication of this report, the District was made aware of a complaint regarding ADA calculations for Gateway Community Charters (GCC). This report reflects what we have observed through 25-26 oversight and a recent external audit of GCC's attendance procedures, prior to the receipt of the complaint.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	DASS School	DASS School
Education Program	Meets Standard	Meets Standard	Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Meets Standard	Meets Standard	Meets Standard

Sol Aureus College Preparatory (SAC Prep)

Independent - Grades Served: TK-8 - Renewal by June 30, 2030 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	On Track for Renewal
	Based on 2024 and 2025 Dashboard Data, the Charter School retains its standing as a high-renewal-tier school, as it outperforms the State across most student groups in academic indicators (Criteria 2). However, the District has concerns regarding disproportionality across some of these outcomes. 2025 Academic data show declines in academic outcomes for most student groups. Moreover, high suspension and chronic absenteeism rates are concerning.
Education Program	Substantially Meets Standard
	District staff recommend continued progress monitoring
Equitable Service	Does Not Meet Standard
	The District has significant concerns that the Charter School is not equitably serving all students who wish to attend and recommend progress monitoring.
Governance	Does Not Meet Standard
	In the big picture, it does not appear that the operation of the Charter School aligns with the intent and purpose of public school governance.
Financial	Does Not Meet Standard
	While the school does not appear to be at risk of fiscal insolvency in the near future, financial reports are not being maintained in a manner that enables successful auditing, verification, or budgeting.
Next Steps	Based on two years of significant concerns related to governance, financial reporting, and meeting oversight expectations, District Staff recommends heightened oversight and corrective actions. In addition, the District should provide the Charter School with an office Notice to Correct by September 15. Details are summarized below, with supporting details attached.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	On Track for Renewal	On Track for Renewal	On Track for Renewal
Education Program	Substantially Meets Standard	Meets Standard	Substantially Meets Standard
Equitable Service	Does Not Meet Standard	Substantially Meets Standard	Not Assessed
Governance	Does Not Meet Standard	Does Not Meet Standard	Substantially Meets Standard

Financial	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
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Sol Aureus College Preparatory (SAC Prep) - Recommended Corrective Actions

Area: Governance, Oversight, and Operational Compliance

Scope of Continued Concerns:

Timely submission of required oversight materials, responsiveness to complaints and corrective action requests, governing board transparency, and foundational operational compliance

Immediate Actions:

- Ensure all required oversight submissions, including fiscal reports, governance documents, and compliance materials, are submitted timely and completely throughout the 2026–27 school year
- Update governing board transparency practices, including regular posting of agendas, board materials, meeting information, and governing board contact information
- The District Governing Board should consider action to appoint an SCUSD representative to the SAC Prep Board to support public accountability and communication regarding oversight concerns — *September 15, 2026*

Ongoing Monitoring (in addition to standard oversight):

- Timeliness and completeness of requested oversight submissions
- Complaints brought to the authorizer that were not successfully resolved at the school or governing board level
- Monthly review of governing board agendas, packets, and publicly posted materials

Area: Fiscal

Scope of Continued Concerns:

Fiscal reporting accuracy, deficit spending, internal controls, bookkeeping practices, delayed or incomplete fiscal reporting, and repeated audit findings.

Immediate Actions:

- Submit interim reports and related fiscal documents with complete supporting documentation and updated budget assumptions throughout the 2026–27 fiscal year
- Implement accounting and reporting practices aligned with FCMAT Charter Guidance and reporting structures
- Provide documentation of corrective actions taken in response to audit findings

Ongoing Monitoring (in addition to standard fiscal oversight):

- Timely submission of accurate interim reports and fiscal updates

Area: Serving All Students (Equity and Access)

Scope of Continued Concerns:

Equitable access and outcomes for Students with Disabilities, English Learners, and other historically underserved student groups, including subgroup performance, student exits, discipline practices, and implementation of legally required student support systems.

Immediate Actions:

- Review and update student and family-facing policies, handbook, and procedures to ensure appropriate consideration of Students with Disabilities, English Learners, and students served under Section 504 plans
- Review and implement all required Title I and English Learner parent engagement policies and procedures, including evaluation of ELAC requirements and practices
- Develop a process for ongoing review of subgroup student outcome and exit data

Ongoing Monitoring (in addition to standard oversight):

- All of the following are part of standard oversight, but close attention should be paid to:
 - Academic outcomes by student groups (SWD and ELs)
 - Suspension rates by student groups
 - Student Exit Data
 - Student Stability Rate
 - Demographic Trends

St. HOPE Public School 7 (PS7)

Independent - Grades Served: TK-8 - Renewal by June 30, 2030 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	Substantially Meets Standard
	2024 and 2025 Dashboard data put the Charter School in the middle-renewal tier. From 2024 to 2025, the school saw overall improvement in all Dashboard outcomes. However, there is still work to be done, particularly in mathematics.
Education Program	Substantially Meets Standard
	While the school is implementing its foundational instructional program as intended, there is room for improvement in its overall vision, differentiated support systems (rather than fully individualized), and staff retention.
Equitable Service	Substantially Meets Standard
	While most areas of this indicator meet standards, student rights and protections are a concern . Please see details below.
Governance	Substantially Meets Standard
	The Charter School's board is in compliance with its basic responsibilities. Beyond those, some ongoing challenges with student outcomes (exit data, suspension) and staffing suggest that the Board may wish to play a more active role in the school's operations.
Financial	Substantially Meets Standard
	Use of generally accepted accounting principles improved during the 25-26 school year. However, ongoing challenges with Charter Impact, the new back-office provider, continued to delay budget adjustments. Cash is not an issue for PS7, but it may be an issue for the larger organization. This is an area to watch closely in the coming year.
Next Steps	Following one year of increased oversight and corrective actions, there appear to be many examples of improvement. SHPS has materially complied with all aspects of the corrective action process. However, the concern that the improvements are more in the "inputs/actions" category than the outcomes category remains. Staff recommends continued increased oversight, which the Board may implement through formal notice or informal action. See details below and attached.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	Not on Track for Renewal	Progressing Toward Renewal
Education Program	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Substantially Meets Standard	Substantially Meets Standard	Not Assessed
Governance	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard

Financial	Substantially Meets Standard	Does Not Meet Standard	Does Not Meet Standard
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St. HOPE Sacramento Charter High (Sac High)

Independent - Grades Served: TK-8 - Renewal by June 30, 2030 - [Link to Full Staff Report](#)

2025-16 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	Progressing Toward Renewal
	2024 and 2025 Dashboard data put the Charter School in the middle-renewal tier. From 2024 to 25, the school saw overall improvement in many Dashboard outcomes, including English Language Arts, English Learner Progress, and Suspension Rate. Please see the note below about graduation rate.
Education Program	Does Not Meet Standard
	While it is difficult to assess the implementation of instructional programs at the high school level, disparate outcomes among student groups, declining math scores, and a college- and career-readiness indicator below the state level raise concerns. Moreover, while District staff feel that they have had many meaningful conversations with school leadership about intended programmatic shifts, implementation of those shifts isn't immediately visible. Release of 2025-26 Dashboard data may demonstrate otherwise.
Equitable Service	Substantially Meets Standard
	While most areas of this indicator meet standards, student rights and protections are a concern . Please see details below.
Governance	Substantially Meets Standard
	The Charter School's board is in compliance with its basic responsibilities. Beyond those, some ongoing challenges with student outcomes (exit data, suspension) and staffing suggest that the Board may wish to play a more active role in the school's operations.
Financial	Does Not Meet Standard
	Deficit spending and sufficient cash flow are the primary concerns. Use of generally accepted accounting principles improved during the 25-26 school year. However, ongoing issues with Charter Impact, the new back-office provider, led to ongoing difficulties with budget adjustments. In discussion with the Charter School, this is a known problem with solutions already being discussed.
Next Steps	Following one year of increased oversight and corrective actions, there appear to be many examples of improvement. SHPS has materially complied with all aspects of the corrective action process. However, the concern that the improvements are more in the "inputs/actions" category than the outcomes category remains. Staff recommends continued increased oversight, which the Board may implement through formal notice or informal action. See details below and attached.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	Progressing Toward Renewal	On Track for Renewal
Education Program	Does Not Meet Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Substantially Meets Standard	Substantially Meets Standard	Not Assessed
Governance	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Financial	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

St. HOPE Public Schools (SHPS) - Recommended Corrective Actions

Area: Fiscal

Scope of Continued Concerns: Cash Flow, Interfund Borrowing, Long-Term Sustainability, Consistency of Back-Office Providers, and associated internal control audit findings

Immediate Actions:

- Provide week-by-week cash flow projections through the end of 2025-26 - April 28, 2026
- Adopt a 2026-27 Budget for both LEAs that sufficiently documents inter-LEA borrowing, available funds for repayment of facility loans, and a positive ending fund balance+reserve for each LEA - July 1, 2026
- Develop and adopt a board policy on interfund, inter-LEA borrowing - October 1, 2026

Ongoing Monitoring (in addition to standard fiscal oversight):

- Monthly Cash Flow Statements disaggregated by LEA

Area: Serving all Students (Equity and Access)

Scope of Continued Concerns: High/Disproportionate discipline rates, student exit rate, chronic absenteeism, disproportionate outcomes for student groups

Ongoing Monitoring (in addition to standard oversight):

- All of the following are part of standard oversight, but close attention should be paid to:
 - Academic outcomes by student groups (SWD and ELs)
 - Suspension rates by student groups

- Student Exit Data
- Student Stability Rate

Area: Governance

Scope of Continued Concerns: Relatively high proportion of complaints received, spirit of community/local accountability

Immediate Actions:

- The District governing board should consider action to name an SCUSD representative to the SHPS Board. The action should name the individual, the purpose, and the term consistent with both SCUSD and SHPS Board bylaws. - September 15, 2026

Ongoing Monitoring (in addition to standard oversight):

- The number of complaints brought to the authorizing board not successfully resolved at the site level
- Review of board packets monthly

Area: Staffing

Scope of Continued Concerns: Turnover and credentialing

Immediate Actions:

- Provide quarterly updates on staffing data from the 2025-26 School Year - Complete
- Continue to provide twice-yearly updates on staffing data using the provided template

Ongoing Monitoring (in addition to standard oversight):

- Percent of staff remaining in their instructional role/category yearly (Aug 1-Aug 1)
- Percent of Teaching Staff (Classroom Teachers and Ed Specialists) with a Preliminary or Clear Credential appropriate for their assignment (assessed twice yearly)

Yav Pem Suab Academy

Independent - Grades Served: TK-6 - Renewal by June 30, 2028 - [Link to Full Staff Report](#)

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Tier	Progressing Toward Renewal
	2024 and 2025 Dashboard data place the school in the middle renewal track. 2025 Data shows overall increases in all academic indicators, but not all student groups are achieving these gains. At a minimum, the school will also have to consider 2026 data at renewal.
Education Program	Meets Standard
	The Charter School is implementing its instructional program as described.
Equitable Service	Meets Standard
	The District has no significant concerns in this area at this time.
Governance	Substantially Meets Standard
	The Charter School's governing body appears to be largely meeting its requirements. There are two areas of action described below.
Financial	Substantially Meets Standard
	The charter school maintains adequate reserves, cash flow, and generally aligned enrollment, with a small unrestricted deficit and a fund balance discrepancy. The audit identified a material internal control weakness in financial reporting, along with additional internal control and compliance findings, and the school has begun corrective actions, including engaging a new accounting provider and strengthening financial close procedures.
Next Steps	The District would like to see the noted transparency issue addressed by October 1, 2026. This should include a prominent link to governing board documentation on the YPSA home page, an annual calendar of board meetings, and agendas with supporting documentation, published and maintained for several months following each meeting.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24))
Performance Data	Progressing Toward Renewal	Progressing Toward Renewal	Progressing Toward Renewal
Education Program	Meets Standard	Meets Standard	Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Substantially Meets Standard	Substantially Meets Standard	Meets Standard

Financial	Substantially Meets Standard	Meets Standard	Meets Standard
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Bowling Green Elementary

Independent - Grades Served: TK-6 - Renewal by June 30, 2031

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	Progressing Toward Renewal
	CDE has placed the school in the middle renewal tier based on the 2023-24 and 2024-25 California Dashboard Data. However, academic outcomes must continue to improve for the school to remain in good standing.
Education Program	Substantially Meets Standard
	While the school offers a high-quality program, it may need to revisit certain elements in light of the lack of improvement in student outcomes.
Equitable Service	Meets Standard
	No notes or required actions at this time.
Governance	Meets Standard
	No notes or required actions at this time.
Financial	Does Not Meet Standard
	The school continues to work to address a deficit resulting from rapid cost increases, but currently has sufficient fund balance and enrollment to mitigate the impact. At current rates of deficit spending, the school will run out of funds in 1-2 years if no changes are made.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	On Track for Renewal	Progressing Toward Renewal
Education Program	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Does Not Meet Standard	Substantially Meets Standard	Meets Standard

New Joseph Bonnheim Community Charter

Independent - Grades Served: TK-6 - Renewal by June 30, 2027

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	Progressing Toward Renewal
	CDE has placed the school in the middle renewal tier based on the 2023-24 and 2024-25 California Dashboard Data. Following the significant gains in the 23-24 school year, academic progress was lower in 24-25. If the school shows the same level of improvement with 2025-26 Data, it will be on track for renewal in the 2026-2027 School Year.
Education Program	Meets Standard
	The agricultural focus of the charter has become considerably clearer in recent years.
Equitable Service	Substantially Meets Standard
	The District continues to struggle with providing all required special education services, particularly speech, at the school site.
Governance	Meets Standard
	The Steering Committee should be commended for its excellent work.
Financial	Substantially Meets Standard
	The school continues to work to address a deficit resulting from rapid cost increases, but currently has sufficient fund balance and enrollment to mitigate the impact. At current rates of deficit spending, the school will run out of funds in 3-4 years if no changes are made. However, enrollment has increased sharply in recent years, suggesting a full financial recovery on the horizon.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (23-24)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	On Track for Renewal	Progressing Toward Renewal
Education Program	Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Substantially Meets Standard	Substantially Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Substantially Meets Standard
Financial	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard

Sacramento New Technology Early College High School

Independent - Grades Served: 9-12 - Renewal by June 30, 2030

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	Progressing Toward Renewal
	CDE has placed the school in the middle renewal tier based on the 2023-2024 and 2024-25 California Dashboard Data. The school will need to continue its upward trajectory in both academic outcomes and fiscal solvency to remain on track for renewal by the 2029-30 academic year.
Education Program	Substantially Meets Standard
	The school is implementing a thematic, project-based instructional model with fidelity. They are completing their first full year as an early college program. Graduation, College, and Career outcomes are high and increasing. However, academic outcomes, particularly in math, suggest the need for additional or continued focus.
Equitable Service	Meets Standard
	No notes or actions at this time.
Governance	Meets Standard
	No notes or actions at this time.
Financial	Does Not Meet Standard
	The school is fiscally solvent and meets reserve requirements. However, it relies largely on grants and one-time funds. The school continues to work to address a deficit resulting from rapid cost increases at current rates of deficit spending; the school will run out of funds in 1-2 years if no changes are made.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	Progressing Toward Renewal	On Track for Renewal
Education Program	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Substantially Meets Standard
Financial	Does Not Meet Standard	Substantially Meets Standard	Substantially Meets Standard

The MET

Independent - Grades Served: 9-12 - Renewal by June 30, 2030

2025-26 At A Glance

Performance Area	Performance Level Notes or Required Actions
Performance Data	Progressing Toward Renewal
	CDE has placed the school in the middle renewal tier based on the 2023-2024 and 2024-2025 California Dashboard Data. The school will need to continue its upward trajectory in both academic outcomes and fiscal solvency to remain on track for renewal by the 2029-30 academic year.
Education Program	Substantially Meets Standard
	The school is implementing a project-based, hybrid instructional model with fidelity. Graduation and College and Career outcomes are high and increasing. However, academic outcomes, particularly in math, suggest the need for additional or continued focus.
Equitable Service	Meets Standard
	No Notes or Actions at this time.
Governance	Meets Standard
	No Notes or Actions at this time.
Financial	Substantially Meets Standard
	The school made a significant financial turnaround in 2025-26. While they continue to work to address a deficit resulting from rapid cost increases, they currently have sufficient fund balance and enrollment to mitigate the impact. At current rates of deficit spending, the school will run out of funds in 3-4 years if no changes are made. However, enrollment has increased sharply in recent years, suggesting a full financial recovery on the horizon.

Prior Years' Oversight Records

Performance Area	Performance Level		
	Current Year (25-26)	Prior Year (24-25)	Two Years Prior (23-24)
Performance Data	Progressing Toward Renewal	Progressing Toward Renewal	On Track for Renewal
Education Program	Substantially Meets Standard	Substantially Meets Standard	Substantially Meets Standard
Equitable Service	Meets Standard	Meets Standard	Not Assessed
Governance	Meets Standard	Meets Standard	Meets Standard
Financial	Substantially Meets Standard	Does Not Meet Standard	Substantially Meets Standard



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: June 4, 2026

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 \$119,100
 - 01 - General Fund **\$2,634,518.76**
 - 09 - Charter Schools **\$52,200.00**
 - 21 - Building Fund **\$505,424.66**

Estimated Time of Presentation: 5 minutes

Submitted by: Lisa Grant-Dawson, Interim Chief Business and
Operations Officer

Tina Alvarez Bevens, Contract Analyst

Approved by: Cancy McArn, Superintendent

Contracts Rpt June 4,2026

Fund	Resource Code	Funding Resource	Resource Type	Requisition	Vendor Name	Requisition Type	Department/School	Director/Instr. Asst. Supt.	Cabinet Member	New Contract?	Term	Description	Amount	PRC Approved	Board Approved
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-06410	CDW Gov't	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	5/11/26-6/30/26	Laptops for Carpenters as requested by the Facilities Maintenance Dept	\$17,324.10		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-06456	Laguna Greenworks LLC	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	5/11/26-6/30/26	100 hand dryers for restrooms throughout SCUUSD as requested by the Facilities Maintenance Dept	\$37,083.75		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-06493	RJ Commercial Flooring	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	5/11/26-6/30/26	Removal and furnish sport flooring at HJHS Small Gym Floor as requested by Facilities Maintenance Dept	\$192,995.91		
01 - General Fund	8150	Ongoing & Major Maintenance	Restricted	R26-06494	JM Environmental, Inc	Purchase Order	Facilities Maintenance	Chris Ralston	Lisa Grant-Dawson	Yes	5/7/26-6/30/26	Asbestos abatement at Leptosia Floyd E.S. in preparation for renovation	\$24,000.00		
01 - General Fund	0000	General	Unrestricted	R26-00071	AT&T	Blanket Purchase Order	Technology	Tim Rocco	Mary Hardin Young	No	7/1/25-6/30/26	District Voice and Data Services for the FY 2025-2026. Orig Cont Amt: \$850,000; INCREASE of \$200,000 for transferring services to another entity as requested by the Technology Services Dept	\$1,050,000.00		
01 - General Fund	0000	General	Unrestricted	R26-01300	Avalon Transportation	Blanket Purchase Order	C.E. McClatchy HS	Lynne Tafaya	Mary Hardin Young	No	7/1/25-6/30/26	Athletic transportation for FY 2025-2026 as requested by CHM. Orig cont amt: \$24,000; INCREASE \$7,615 to pay for addtl services	\$31,515.00		
01 - General Fund	0000	General	Unrestricted	SA26-00032	Flex Performance	Service Agreement	Athletics	Mary Hardin Young	Mary Hardin Young	No	7/1/25-6/30/26	Athletic trainer services for CCM HS, HJHS, JFK HS, LBHS, Rosemont HS and West Campus HS. Orig Cont Amt: \$146,000; Increase of \$25,000 to pay invoices	\$511,000.00		
01 - General Fund	0000	General	Unrestricted	SA27-00011	AlphaOne Ambulance	Service Agreement	Health Services	Mary Hardin Young	Mary Hardin Young	Yes	7/1/26-6/30/27	Basic Life Support stand-by ambulance services as needed for FY 26-27 at Freshman, Junior Varsity, and Varsity home football games at CCM, HJHS, JFK HS, LBHS, Rosemont HS and West Campus HS	\$35,000.00		
01 - General Fund	0000	General	Unrestricted	SA27-00016	Flex Performance	Purchase Order	Athletics	Mary Hardin Young	Mary Hardin Young	Yes	7/1/26-6/30/27	Flex-Athletic training services renewed for SY 2026-2027 at CCM HS, HJHS, JFK HS, LBHS, Rosemont HS, and West Campus HS	\$486,000.00		
01 - General Fund	0724	Transportation - Special Education	Unrestricted	SA27-00003	Alternative Logistics Techn	Purchase Order	Transportation		Lisa Grant-Dawson	Yes	7/1/26-6/30/27	Transportation for Special Education students from Ho home/school as needed	\$250,000.00		
09 - Charter Schools	6770	Arts & Music	Restricted	SA26-00519	Siegnfried Engineering	Service Agreement	New Joseph Bonnheim	Aprille Shafro	Mary Hardin Young	No	9/22/25-9/22/26	Landscape Architectural services for Schoolyard project at New Joseph Bonnheim. Orig Cont Amt: \$8,000; Increase of \$10,000 for additional landscape architectural services	\$18,000.00		
09 - Charter Schools	7435/7339	Learning Recovery Emig B2/LCFF Equity Multiplier SB1H	Restricted	SA27-00004	Edutainment Pros Inc.	Purchase Order	New Tech HS	Lynne Tafaya	Mary Hardin Young	Yes	7/1/26-6/30/27	Young Magis Program as requested by SAC New Tech HS	\$34,200.00		
21 - Building Fund	9811	Measure H	Restricted	R26-06516	Lakeshore Equipment Co	Purchase Order	Facility Design & Construction	Chris Ralston	Lisa Grant-Dawson	Yes	5/13/26-6/30/26	TK furniture for Abraham Lincoln E.S.	\$21,989.22		
21 - Building Fund	9811	Measure H	Restricted	R26-06517	Lakeshore Equipment Co	Purchase Order	Facility Design & Construction	Chris Ralston	Lisa Grant-Dawson	Yes	5/13/26-6/30/26	Additional TK furniture for Abraham Lincoln E.S.	\$21,989.22		
21 - Building Fund	9811	Measure H	Restricted	R26-06518	Lakeshore Equipment Co	Purchase Order	Facility Design & Construction	Chris Ralston	Lisa Grant-Dawson	Yes	5/13/26-6/30/26	TK furniture for Leonardo da Vinci K-8	\$21,989.22		
21 - Building Fund	9811	Measure H	Restricted	SA26-00535	Lionakis	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	No	12/19/25-10/1/26	Architectural services for CCM HS, JFK HS, LBHS, Rosemont HS. Orig Cont Amt: \$52,000; Increase of \$12,000 for additional architectural services for the upgrades to athletic rooms.	\$84,000.00		
21 - Building Fund	9811	Measure H	Restricted	SA26-00536	Lionakis	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	No	12/19/25-10/1/26	Architectural services for HJHS and West Campus HS. Orig Cont Amt: \$26,000; Increase of \$18,000 for additional architectural services for the upgrades to athletic rooms.	\$144,000.00		
21 - Building Fund	9811	Measure H	Restricted	SA26-00706	Optimum Inspection & Consulting	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	5/11/26-8/7/26	Provide Specialty Inspection Services-FCG Premier Firestop Inspection support for the Modernization project at Fern Bacon MS	\$35,532.00		
21 - Building Fund	9811	Measure H	Restricted	SA26-00707	KCB Investments	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/15/26-10/1/26	DSA-inspection services for the Umaga Gym project	\$20,000.00		
21 - Building Fund	9811	Measure H	Restricted	SA27-00010	Nielsen Inspection Services	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/15/26-12/1/26	DSA-inspection services for the Rosemont HS parking Lot Solar Canopy project	\$25,000.00		
21 - Building Fund	9812	Measure D	Restricted	SA26-00708	KCB Investments	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/15/26-10/1/26	DSA-inspection services for the LDV Gym project	\$20,000.00		
21 - Building Fund	9812	Measure D	Restricted	SA26-00709	Mizinski Contracting	Service Agreement	Facilities	Chris Ralston	Lisa Grant-Dawson	Yes	6/5/26-3/1/27	Mechanical and plumbing consulting services for the Villi C Wood Modernization project	\$110,925.00		



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: June 4, 2026

Subject: Public Hearing: 2025-26 Local Control and Accountability Plan

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

Division: Office of the Deputy Superintendent

Recommendation: The Board can make recommendations to the draft of the 2026-27 LCAP. Final approval from the Board is scheduled for the June 18, 2026 Board of Education meeting.

Background/Rationale: The California Department of Education requires that all Local Education Agencies (LEAs) complete and approve a Local Control Accountability Plan. Annually, the Board of Education approves the LCAP, which is also required by the California Department of Education.

The process of creating an LCAP begins with a needs assessment to understand what students most need. The district, in consultation with its educational partners, creates goals with linked metrics and action items. Expenditures are connected to those actions. Along the way, the district leaders share the plan in progress and elicits feedback from its educational partners. At this point in the process, the attached documents are still in draft form.

Financial Considerations: The LCAP is a guide to the district's budget priorities

LCAP Goal(s):

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula's Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities.

The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

In addition to the student groups noted above, similar to the 2025-26 LCAP, the 2026-27 LCAP includes actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance informed by the 2025 California School Dashboard. This includes schools with indicators in the lowest performance level, and student groups within each school.

District-wide Goals

Goal 1: Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved:

- Graduation rate increased by 5% and
- College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard

Goal 2: Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2027.

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

Equity Multiplier School Goals

These goals are specific to the 18 district schools that received Equity Multiplier (EM) funding in 2025-26 to be expended in the 2026-27 school year, with the ability to carryover unspent funds to the 2027-28 school year. Related goals for schools receiving EM funds are required to be included in the LCAP for the duration of the expenditure of the funds.

Goal 4: By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the

- Graduation rate will improve by 5 percentage points,
- College and Career Prepared rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and
- Suspension rate will improve by 5 percent.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Rate of students making progress toward English proficiency on the ELPAC will increase by 6 percent.

Goal 5: By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent,
- Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and
- Suspension rate will improve by 5 percent.

Goal 6: By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the

- Graduation rate will improve by 5 percentage points,
- College and Career Prepared rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points,
- SBAC ELA Distance From Met will improve by 5 scale score points,
- SBAC Math Distance From Met will improve by 5 scale score points, and
- English Learner Progress rate will improve by 5 percentage points

Goal 7: By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points, and
- Suspension rate will improve by 2 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 8: By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 16 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 24 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 5 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 9: By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the

- Suspension rate will improve by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Although the school received additional Equity Multiplier funds for the 2025-26 school year, the site will continue implementing its original goals as the school did not receive any 2024 California School Dashboard color ratings due to its enrollment size.

Goal 10: By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and
- Suspension rate will improve by 2 percent.

Goal 11: By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the

- Suspension rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Chronic Absenteeism rate will improve by 35 percentage points.

Goal 12: By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 30 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 30 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Suspension rate will improve by 4 percentage points.

By 2027, for each Very Low performing student group on the 2024 California School Dashboard not previously identified as Very Low performing on the 2023 Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 20 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Suspension rate will improve by 4 percentage points.
- Chronic Absenteeism rate will improve by 20 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 13: By 2027 at Fr Keith B Kenny for each Very Low performing student group on the 2024 California School Dashboard, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 4 percentage points.
- Chronic Absenteeism rate will improve by 10 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2024 Dashboard, the:

- Percent of students improving their SBAC Math Distance From Met will increase by 5 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 10 percentage points.

Goal 14: By 2027 at Nicholas for each Very Low performing student group on the 2024 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points,
- English Learner Progress rate will improve by 10 percentage points, and
- Suspension rate will improve by 5 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points

Goal 15: By 2027 at Pacific for each Very Low performing student group on the 2024 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 20 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 20 percentage points,
- Suspension rate will improve by 10 percentage points, and
- Chronic Absenteeism rate will improve by 15 percentage points.

By 2027, for each Very Low performing student group on the 2025 California School Dashboard not previously identified as Very Low performing on the 2023 and 2024 Dashboards, the:

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points,
- Percent of students improving their SBAC Met Distance From Met will increase by 10 percentage points,
- Suspension rate will improve by 2 percentage points, and
- English Learner Progress rate will improve by 5 percentage points.

Goal 16: By 2027 at Hiram Johnson for each Very Low performing student group on the 2025 California School Dashboard, the

- College and Career Prepared rate will improve by 3 percentage points,
- SBAC ELA Distance From Met will improve by 10 scale score points,
- SBAC Math Distance From Met will improve by 10 scale score points, and
- Suspension rate will improve by 2 percent.

Goal 17: By 2027 at John Bidwell for each Very Low performing student group on the 2025 California School Dashboard, the

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 18: By 2027 at John Cabrillo for each Very Low performing student group on the 2025 California School Dashboard, the

- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 19: By 2027 at Leataata Floyd for each Very Low performing student group on the 2025 California School Dashboard, the

- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 20: By 2027 at Oak Ridge for each Very Low performing student group on the 2025 California School Dashboard, the

- Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points,
- English Learner Progress rate will improve by 5 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Goal 21: By 2027 at Parkway for each Very Low performing student group on the 2025 California School Dashboard, the

- Percent of students improving their SBAC ELA Distance From Met will increase by 10 percentage points,
- Percent of students improving their SBAC Math Distance From Met will increase by 10 percentage points,
- English Learner Progress rate will improve by 5 percentage points,
- Suspension rate will improve by 2 percentage points, and
- Chronic Absenteeism rate will improve by 5 percentage points.

Documents Attached:

[Draft 2026 Local Control Accountability Plan](#)

Estimated Time of Presentation: 15 Minutes

Submitted by: Ed Eldridge, Ed.D, Executive Director, LCAP

Approved by: Cancy McArn, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date: June 4, 2026

Subject: Public Hearing for Dependent Charter 2026-27 Local Control
Accountability Plans (LCAP)

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

Division: Office of the Deputy Superintendent

Recommendation: The Board or members of the Public can make recommendations to the drafts of the 2026-27 LCAPs for each of the locally-funded or “dependent” charters. Final approval from the Board is scheduled for the June 18, 2026, Board of Education meeting.

Background/Rationale: The California Department of Education requires that all Local Education Agencies (LEAs) complete and approve a Local Control Accountability Plan. As independent LEAs, Bowling Green Elementary, New Joseph Bonnheim Community Charter, Sacramento New Technology High School, and The Met must complete their own LCAP. The SCUSD board is the ultimate governing board of these LEAs and must approve those LCAPs.

The process of creating an LCAP begins with a needs assessment to understand what students most need. The school creates goals with linked metrics and action items. Expenditures are connected to those actions. Along the way, the school leaders share the plan in progress and elicits feedback from a range of educational partners. At this point in the process, the attached documents are still in draft form. Prior to final approval, they will be finalized and recommended for approval by their local steering committees.

Financial Considerations: The LCAP is a guide to charter school's budget priorities.

LCAP Goal(s): NA

Documents Attached:

→ Link to DRAFT LCAP Documents as of May 29, 2026, for:

- Bowling Green Elementary
- New Joseph Bonnheim Community Charter
- Sacramento New Technology Early College High School
- The MET High School

<https://drive.google.com/drive/folders/1Ly8PBLMfCIYECTDiYfLUA8Xb-C2CHN-e?usp=sharing>

Estimated Time of Presentation: 2 min

Submitted by: Mary Hardin Young, Deputy Superintendent
Amanda Goldman, Ed.D., Director, Innovative
Schools

Dr. Ed Eldridge, Executive Director, LCAP

Approved by: Cancy McArn, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.3

Meeting Date: June 4, 2026

Subject: Public Hearing: Proposed Fiscal Year 2026-2027 Budget for All Funds

(The proposed Budget is available beginning Monday, June 1, 2026, from 8:00 a.m. to 5:00 p.m. at the Serna Center Front Lobby and on the District's website at www.scusd.edu.)

- ☐ 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: Conduct a Public Hearing and Receive for information and review, the working draft of the 2026-27 Proposed Adopted Budget.

Background/Rationale: Annually, the District must adopt a budget for all funds by June 30th for the ensuing fiscal year. Prior to adoption of the budget, which is scheduled for June 18, 2026, the Governing Board must conduct a Public Hearing. Education Code §42103 requires the District to display the Proposed Budget for public view and hold a Public Hearing prior to adoption. The Public Hearing is scheduled for June 4, 2026. Additionally, The Proposed Budget includes a review of reserves in compliance with Education Code §42127(a)(2)(B). The 2025-26 Budget is developed for all funds and establishes expenditure authority for the district in the ensuing year.

The Budget Development process began Fall 2025 with the district implementing the prescribed 20% reductions and reductions of administrative FTE staffing to 270 for all District departments as approved by the November 2025 Fiscal Solvency Plan (FSP). Enrollment projections, school site budget one-pagers, and Department and site-based reductions were all key areas of focus January - February 2026. The District completed the Budget Development process on February 5, 2026.

In January 2026, the District was apprised that the First Interim included the projected savings from the Fiscal Solvency Plan; thus, the District's true deficit and the assessment of the viability of the implementation of the strategies was challenged during the expected time of updates on status. In February 2026, District staff also revised the First Interim, reversing \$67.7M of the projected FSP savings which reset the deficit target

from -\$34.2M to -\$113.2M. This process initiated the revised Fiscal Solvency Plan 2.0, which showed not only the original plan, but also revised and confirmed existing, new, and revised strategies that were viable and able to be implemented. For the 2025-26 Fiscal year, the February revision began with \$43.8M of budget balancing solutions and resulted in \$96.6M by May 21, 2026. It should be noted that most of the 2025-26 solutions were one time strategies, which would need replacement in the subsequent year for ongoing impact. For 2026-27, the FSP 2.0 began with \$4.9M in solutions, and resulted in \$52.2M in solutions for the Unrestricted General Fund, which included an additional strategy to restructure and reduce the District Office, with a primary focus on Administrative staff beyond the original 270 FTE reduction, which stemmed from the 2019-20 administrative staffing total on the Second Interim Report.

The draft Proposed Adopted Budget includes the majority of the proposals from the May Revise, excluding the Student Support and Professional Development block grant, as the District continues to finalize the adopted budget. The Multi-Year Projection is reflective of the Third Interim and the draft budget to date as both reports are being developed in tandem. The summary of the ending fund balances are listed below.

SCUSD 2025-28 Budget Assumptions - Third Interim Budget			
Category	2025-26	2026-27	2027-28
Cost of Living Adjustment (COLA)	2.30%	2.87%	3.30%
Augmentation		1.44%	
Special Education Increase		\$422/ADA	
Enrollment	36,135	35,791	35,644
Enrollment Charters - Reported in Fund 09	1,411	1,389	1,379
Total Enrollment - SCUSD	37,546	37,180	37,023
Attendance Used for Funding (Highest Year or 3 Year Average)	33,678	33,484	33,130
Attendance (ADA)	33,219	32,698	32,698
Enrollment to ADA %	91.93%	91.36%	91.73%
Unduplicated Pupil Count	68.07%	67.36%	68.22%
Step & Column Certificated	1.6%	1.6%	1.6%
Step & Column Classified	1.40%	1.40%	1.40%
Consumer Price Index (CPI)	3.25%	3.76%	3.18%
Special Education Contribution (In Millions)	\$172.2	\$197.7	\$195.0
Routine Restricted Maintenance Contribution (In Millions)	\$24.9	\$27.4	\$27.6
Health Benefit Assumptions *	0.00%	8.00%	8.00%
SCTA Agreement	2.00%	2.00%	0.00%
SEIU Agreement	2.00%	2.00%	
<u>Mandatories & Benefits - Certificated</u>	5.14%	5.14%	5.14%
Mandatories & Benefits - Classified	11.34%	11.34%	11.34%
State Teachers Retirement System	19.10%	19.10%	19.10%
California Public Retirement System	26.81%	26.40%	26.80%
Total Mandatories & Benefits Certificated	24.24%	24.24%	24.24%
Total Mandatories & Benefits Classified	38.15%	37.74%	38.14%

Unrestricted General Fund Balance - Multi-Year Projection

2025-26	2026-27	2027-28
-\$124.2M	-\$239.6M	-\$229.1M

Unrestricted General Fund Balance - Multi-Year Projection
Net Beginning Fund Balance \$62.4M for 2025-26

2025-26	2026-27	2027-28
-\$61.8M	-\$301.4M	-\$530.5M

The Restricted General Fund at Third Interim is reflecting the following Fund Balances, which also shows a significant reduction in Restricted Resources from the \$94.8M beginning Fund Balance.

Restricted General Fund Balance - Multi-Year Projection

2025-26	2026-27	2027-28
-\$55.8M	\$7.0M	\$8.3M

Restricted General Fund Balance - Multi-Year Projection
Net Beginning Fund Balance \$94.8M for 2025-26

2025-26	2026-27	2027-28
-39.0M	\$46.0M	\$54.3M

The 2026-27 Draft budget reflects a -\$301.4M deficit in the Unrestricted General Fund and \$46M in the Restricted General Fund. The General Fund. The District is unable to recover its 2% reserve; however, it continues to develop its next steps and strategies for strategic budget and programmatic adjustments in 2026-27. As noted in the Third Interim, the Cash Flow report reflects a positive ending balance as of June 30, 2026 of \$20,541,623.09. Although the budget projection has changed, the assumptions on the cash flow trends have been retained. The 2026-27 Cash flow projection has been updated with the projected \$111.1M in advanced property tax revenue, with the remaining amount of \$35.7M projected to be received in April 2027. The Cash Flow is projected to be negative in November 2026, with no Cash Borrowing from other funds at

this time. The Board has adopted the appropriate resolution for Interfund Borrowing for the 2026-27 Fiscal Year. The Cash Flow also includes a projection of \$7M in vacation payout in July and August, with this number scheduled to be trued up by the adopted budget.

On June 4, 2026, the 2026-27 Draft Proposed budget in conjunction with the 2026-27 Local Control Accountability Plan (LCAP), will be presented to the Board to host the required public hearing. The 2026-27 Budget and LCAP is scheduled for adoption at the regularly scheduled Governing Board meeting on June 18, 2026.

The proposed budget represents an initial estimate of revenues and expenditures, as the district's adopted budget is prepared before the State enacts its budget, which solidifies revenues for the upcoming year. Staff will continue to monitor actions at the state level, evaluate new information as it is known, and provide reports recommending budget adjustments accordingly with the planned adoption of the budget at the Governing Board's regularly scheduled meeting on June 18, 2026.

Financial Considerations: The proposed budget establishes expenditure authority for all funds for the 2026-27 fiscal year, with 2025-26 estimated actuals establishing the beginning fund balance for each fund.

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

Documents Attached:

1. Public Hearing Notice
2. Proposed Fiscal Year 2026-2027 Budget of All Funds forthcoming
3. 2026 Enrollment Projections forthcoming

Estimated Time of Presentation: 15 minutes

Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer

Approved by: Cancy McArn, Superintendent

Sacramento City Unified School District
Business Services Office

NOTICE OF PUBLIC HEARING

Public Hearing of Proposed Fiscal Year 2026-2027 Budget for All Funds

Copies of the plan may be inspected at:

**Serna Education Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the Proposed Fiscal Year 2026-2027 Budget for All Funds at the June 18, 2026 Governing Board Meeting

HEARING DATE:

Thursday, June 4, 2026

TIME:

6:00 P.M.

LOCATION:

Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

Budget Services (916) 643-9402



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.4

Meeting Date: June 4, 2026

Subject: Public Hearing: AB 1200 Public Disclosure and Approval of MOU
between SCUSD and the Service Employees International Union (SEIU)

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

Division: Labor Relations; Business Services

Recommendation: Approve agreement between SEIU for fiscal years 2025-26, 2026-27, and 2027-28

Background/Rationale: The parties' agreement includes the following items:

2025-26 Fiscal Year:

- A 2% Salary schedule increase for all SEIU employees, effective July 1, 2025.

2026-27 Fiscal Year:

- A 2% Salary schedule increase for all SEIU employees, effective July 1, 2025.
- Article 17 is the Article which adds additional hours of professional learning for all SEIU members.

Other Articles and Agreements:

- Article 3 clarified the union release bank language. Article 3 changes also brought our new employee orientation language into alignment with the District current practice.
- Article 6 Compensation for SEIU unit member for the 25/26 and 26/27 school years

- Article 8 changes how we round FTE for purposes of displacement rights during layoffs.
- Article 9 changed the parameters of when we work an employee on an increased schedule in the Nutrition Services, how long that can occur before we have to permanently change their FTE to reflect the average increase. The language only affects food service workers.
- Article 11 changes increase the amount of vacation days SEIU members can cash out annually.
- Article 12 enhances employees rights to stay in paid status while on approved extended medical leaves by using their available sick and vacation days.
- Article 16 Additional Safety Training for Instructional Aides
- Article 19 enhanced employee rights through the proposed disciplinary process
- Appendix G changes the language for SEIU's catastrophic leave bank to a method whereby individuals receive donations from other unit members and the sick time is added to their allotment.

2027-28 Fiscal Year:

The attached agreement concludes all SEIU negotiations for the period of July 1, 2025, to June 30, 2027.

Financial Considerations: Projected costs across all funds are estimated at \$2,487,326 for the 2025-26 fiscal year and \$2,534,414 for the 2026-27 fiscal year with projected staffing costs totaling \$5,030,740. The projected cost for up to 8 hours of professional leave is estimated to be \$263,134 annually with increased cost in salary as applicable.

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

Documents Attached:

- AB 1200 Disclosure
- Tentative Agreement between SCUSD and SEIU March 11, 2026

Estimated Time of Presentation: 5 Minutes

Submitted by: Lisa Grant-Dawson, Interim Chief Business and Operations Officer

Approved by: Cancy McArn, Superintendent

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4f

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 13/61 - Cafeteria Fund

Bargaining Unit:

SEIU

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 45,952,730			\$ 45,952,730
Other State Revenue 8300-8599	\$ 491,864			\$ 491,864
Other Local Revenue 8600-8799	\$ 435,000			\$ 435,000
TOTAL REVENUES	\$ 46,879,594		\$ -	\$ 46,879,594
EXPENDITURES				
Certificated Salaries 1000-1999				\$ 16,157,315
Classified Salaries 2000-2999	\$ 16,157,315	\$ 211,826	\$ -	\$ 11,918,458
Employee Benefits 3000-3999	\$ 11,706,632	\$ 59,800	\$ -	\$ 18,142,320
Books and Supplies 4000-4999	\$ 18,082,520			\$ 954,147
Services and Other Operating Expenditures 5000-5999	\$ 954,147			\$ 134,393
Capital Outlay 6000-6999	\$ 134,393			\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499				\$ -
Transfers of Indirect Costs 7300-7399	\$ 1,230,636			\$ 1,230,636
TOTAL EXPENDITURES	\$ 48,265,644	\$ 271,626	\$ -	\$ 48,537,270
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -			\$ -
Transfers Out and Other Uses 7600-7699	\$ -			\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (1,386,049)	\$ (271,626)	\$ -	\$ (1,657,675)
BEGINNING FUND BALANCE				
Audit Adjustments/Other Restatements 9791 9793/9795	\$ 11,489,022			\$ 11,489,022
ENDING FUND BALANCE	\$ 10,102,973	\$ (271,626)	\$ -	\$ 9,831,347
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719				\$ -
Restricted 9740				\$ -
Committed 9750-9760	\$ -			\$ -
Assigned 9780	\$ -			\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ 10,102,973	\$ (271,626)	\$ -	\$ 9,831,347

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4g

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: 				
Bargaining Unit: SEIU				
Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES	\$18,848,149			
Federal Revenue 8100-8299	\$ 493,958			\$ 493,958
Other State Revenue 8300-8599	\$ 5,123,997			\$ 5,123,997
Other Local Revenues 8600-8799	\$ 29,414			\$ 29,414
TOTAL REVENUES	\$ 24,495,518		\$ -	\$ 5,647,369
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 11,171,814			\$ 11,171,814
Classified Salaries 2000-2999	\$ 2,122,987	\$ 30,760		\$ 2,153,747
Employee Benefits 3000-3999	\$ 8,626,292	\$ 10,138		\$ 8,636,430
Books and Supplies 4000-4999	\$ 1,273,472			\$ 1,273,472
Services and Other Operating Expenditures 5000-5999	\$ 5,990,565			\$ 5,990,565
Capital Outlay 6000-6999	\$ 15,300			\$ 15,300
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499				\$ -
Transfers of Indirect Costs 7300-7399	\$ 287,675			\$ 287,675
TOTAL EXPENDITURES	\$ 29,488,106	\$ 40,898	\$ -	\$ 29,529,004
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979				\$ -
Transfers Out and Other Uses 7600-7699	\$ 3,755,880			\$ 3,755,880
OPERATING SURPLUS (DEFICIT)*	\$ (8,748,467)	\$ (40,898)	\$ -	\$ (27,637,514)
BEGINNING FUND BALANCE 9791	\$ 12,703,316			\$ 12,703,316
Audit Adjustments/Other Restatements 9793/9795				
ENDING FUND BALANCE	\$ 3,954,848	\$ (40,898)	\$ -	\$ (14,934,199)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719				\$ -
Restricted 9740				\$ -
Committed 9750-9760				\$ -
Assigned 9780				\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ 3,954,848	\$ (40,898)	\$ -	\$ (14,934,199)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4h

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:

Bargaining Unit:

SEIU

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -			\$ -
Other State Revenue 8300-8599				\$ -
Other Local Revenue 8600-8799	\$ 8,672,747			\$ 8,672,747
TOTAL REVENUES	\$ 8,672,747		\$ -	\$ 8,672,747
EXPENDITURES				
Certificated Salaries 1000-1999	\$ -			\$ -
Classified Salaries 2000-2999	\$ 1,351,581	\$ 7,555		\$ 1,359,136
Employee Benefits 3000-3999	\$ 835,833	\$ 2,515		\$ 838,348
Books and Supplies 4000-4999	\$ 5,770,610			\$ 5,770,610
Services and Other Operating Expenditures 5000-5999	\$ 9,351,901			\$ 9,351,901
Capital Outlay 6000-6999	\$ 822,559,762			\$ 822,559,762
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499				\$ -
Transfers of Indirect Costs 7300-7399				\$ -
TOTAL EXPENDITURES	\$ 839,869,687	\$ 10,070	\$ -	\$ 839,879,757
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 405,500,000			\$ 405,500,000
Transfers Out and Other Uses 7600-7699				\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (425,696,940)	\$ (10,070)	\$ -	\$ (425,707,010)
BEGINNING FUND BALANCE	\$ 203,187,818			\$ 203,187,818
Audit Adjustments/Other Restatements 9793/9795	\$ 1,218,557			\$ 1,218,557
ENDING FUND BALANCE	\$ (221,290,566)	\$ (10,070)	\$ -	\$ (221,300,636)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719				\$ -
Restricted 9740				\$ -
Committed 9750-9760				\$ -
Assigned 9780				\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ (221,290,566)	\$ (10,070)	\$ -	\$ (221,300,636)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4h

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund:					
Bargaining Unit:		SEIU			
Object Code	Column 1	Column 2	Column 3	Column 4	
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)	
REVENUES					
Federal Revenue 8100-8299				\$ -	
Other State Revenue 8300-8599				\$ -	
Other Local Revenue 8600-8799	\$ 18,285,317			\$ 18,285,317	
TOTAL REVENUES	\$ 18,285,317		\$ -	\$ 18,285,317	
EXPENDITURES					
Certificated Salaries 1000-1999				\$ -	
Classified Salaries 2000-2999	\$ 649,754	\$ 4,918		\$ 654,672	
Employee Benefits 3000-3999	\$ 458,897	\$ 1,766		\$ 460,663	
Books and Supplies 4000-4999	\$ 202,000			\$ 202,000	
Services and Other Operating Expenditures 5000-5999	\$ 18,305,138			\$ 18,305,138	
Capital Outlay 6000-6999				\$ -	
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499				\$ -	
Transfers of Indirect Costs 7300-7399				\$ -	
TOTAL EXPENDITURES	\$ 19,615,789	\$ 6,684	\$ -	\$ 19,622,473	
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources 8900-8979				\$ -	
Transfers Out and Other Uses 7600-7699	\$ 9,000,000			\$ 9,000,000	
OPERATING SURPLUS (DEFICIT)*	\$ (10,330,472)	\$ (6,684)	\$ -	\$ (10,337,156)	
BEGINNING FUND BALANCE 9791	\$ 11,901,319			\$ 11,901,319	
Audit Adjustments/Other Restatements 9793/9795					
ENDING FUND BALANCE	\$ 1,570,848	\$ (6,684)	\$ -	\$ 1,564,164	
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable 9711-9719				\$ -	
Restricted 9740				\$ -	
Committed 9750-9760				\$ -	
Assigned 9780				\$ -	
Reserve for Economic Uncertainties 9789				\$ -	
Unassigned/Unappropriated Amount 9790	\$ 1,570,848	\$ (6,684)	\$ -	\$ 1,564,164	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	263,134	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	
Page 4b: Restricted General Fund		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	
Page 4c: Fund 11 - Adult Education Fund		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	
Page 4e: Fund 12 - Child Development Fund		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	
Page 4f: Fund 13/61 - Cafeteria Fund		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	
Page 4g: Other		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	
Other Financing Sources/Uses	\$	-	
Page 4h: Other		Amount	Explanation
Revenues	\$	-	
Expenditures	\$	-	The District has made adjustments to Article 17 - Professional Growth Program where a committee will be formed to address the additional professional learning hours for up to eight (8) hours. The District has projected and estimate of \$263,000/year for every SEIU employee for inservice for the 2025-26 year. This amount would be borne by each Fund/Resource each employee is assigned and does not include the additional rate change to salaries of 2% for 2025-26 and 2% for 2026-27. For the purposes of this analysis, the full cost is reflected on the Unrestricted General Fund. See https://docs.google.com/spreadsheets/d/1kgnD6_ua_b4Gf3ocVvTnpY_-rZnfy0I7UHUOG3IMQ/edit#gid=441206106&range=H3
Other Financing Sources/Uses	\$	-	

Additional Comments:

Article 11 - Includes a provision to allow SEIU members to cash out up to 10 vacation days per year in the 25/26 SY instead of 8 and then starting July 1, 2026, they can cash out up to 12 days per year.

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

SEIU

		Column 1	Column 2	Column 3
		2025-26	2026-27	2027-28
		Current Year After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ 483,415,359	\$ 492,217,713	\$ 515,681,876
Federal Revenue	8100-8299	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ 20,318,456	\$ 21,692,806	\$ 23,941,567
Other Local Revenue	8600-8799	\$ 7,134,013	\$ 7,202,362	\$ 7,275,967
TOTAL REVENUES		\$ 510,867,828	\$ 521,112,881	\$ 546,899,410
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 226,250,044	\$ 223,472,251	\$ 230,856,863
Classified Salaries	2000-2999	\$ 66,054,773	\$ 37,076,546	\$ 37,322,276
Employee Benefits	3000-3999	\$ 164,898,183	\$ 161,127,592	\$ 169,865,819
Books and Supplies	4000-4999	\$ 14,033,894	\$ 13,133,019	\$ 10,925,427
Services and Other Operating Expenditures	5000-5999	\$ 55,714,485	\$ 51,526,118	\$ 53,001,384
Capital Outlay	6000-6999	\$ 2,325,777	\$ (767,151)	\$ (767,151)
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,378,467	\$ 1,378,467	\$ 1,378,467
Transfers of Indirect Costs	7300-7399	\$ (13,499,754)	\$ (13,499,754)	\$ (13,499,754)
Other Adjustments (Input for MYP)			\$ -	\$ -
TOTAL EXPENDITURES		\$ 517,155,869	\$ 473,447,088	\$ 489,083,331
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ 12,755,880	\$ 3,755,880	\$ 3,755,880
Transfers Out and Other Uses	7600-7699	\$ 1,615,102	\$ 1,615,102	\$ 1,615,102
Contributions	8980-8999	\$ (176,822,310)	\$ (195,299,309)	\$ (206,176,694)
OPERATING SURPLUS (DEFICIT)*		\$ (171,969,573)	\$ (145,492,739)	\$ (146,219,837)
BEGINNING FUND BALANCE	9791	\$ 62,354,384	\$ (109,615,188)	\$ (255,107,927)
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ (109,615,188)	\$ (255,107,927)	\$ (401,327,765)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740			
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ (109,615,188)	\$ (255,107,927)	\$ (401,327,765)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a1

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP detail - 1st Subsequent Year

Bargaining Unit:		SEIU					
		Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
		2026-27	2025-26	2025-26	2026-27	2026-27	2026-27
		Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (Current Year Column 2)	Other Revisions (Current Year Column 3)	1st Subsequent Year Changes as a Result of the Settlement	1st Subsequent Year Other Revisions	Total 1st Subsequent Year After Settlement
Object Code							
REVENUES							
LCFF Revenue	8010-8099	\$ 492,217,713					\$ 492,217,713
Federal Revenue	8100-8299	\$ -					\$ -
Other State Revenue	8300-8599	\$ 21,692,806					\$ 21,692,806
Other Local Revenue	8600-8799	\$ 7,202,362					\$ 7,202,362
TOTAL REVENUES		\$ 521,112,881		\$ -	\$ -	\$ -	\$ 521,112,881
EXPENDITURES							
Certificated Salaries	1000-1999	\$ 223,472,251					\$ 223,472,251
Classified Salaries	2000-2999	\$ 35,104,351	\$ 846,070	\$ 263,134	\$ 862,991		\$ 37,076,546
Employee Benefits	3000-3999	\$ 160,532,409	\$ 294,645		\$ 300,538		\$ 161,127,592
Books and Supplies	4000-4999	\$ 13,133,019					\$ 13,133,019
Services and Other Operating Expenditures	5000-5999	\$ 51,526,118					\$ 51,526,118
Capital Outlay	6000-6999	\$ (767,151)					\$ (767,151)
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,378,467					\$ 1,378,467
Transfers of Indirect Costs	7300-7399	\$ (13,499,754)					\$ (13,499,754)
Other Adjustments (Input for MYP)		\$ -					\$ -
TOTAL EXPENDITURES		\$ 470,879,710	\$ 1,140,715	\$ 263,134	\$ 1,163,529	\$ -	\$ 473,447,088
OTHER FINANCING SOURCES/USES							
Transfers In and Other Sources	8900-8979	\$ 3,755,880					\$ 3,755,880
Transfers Out and Other Uses	7600-7699	\$ 1,615,102					\$ 1,615,102
Contributions	8980-8999	\$ (195,299,309)	\$ -	\$ -	\$ -	\$ -	\$ (195,299,309)
OPERATING SURPLUS (DEFICIT)*		\$ (142,925,361)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (145,492,739)
BEGINNING FUND BALANCE ^							
	9791	\$ (109,615,188)					\$ (109,615,188)
Audit Adjustments/Other Restatements	9793/9795						
ENDING FUND BALANCE		\$ (252,540,549)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (255,107,927)
COMPONENTS OF ENDING FUND BALANCE:							
Nonspendable	9711-9719			\$ -			\$ -
Restricted	9740						
Committed	9750-9760	\$ -					\$ -
Assigned	9780						\$ -
Reserve for Economic Uncertainties	9789						\$ -
Unassigned/Unappropriated Amount ~	9790	\$ (252,540,549)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (255,107,927)

*Net Increase (Decrease) in Fund Balance

^BFB is the previous year's EFB adjusted for costs of settlement and other adjustments.

~ Ending 9790 (Column H) must be Positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a2

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Bargaining Unit:		Unrestricted General Fund MYP detail - 2nd Subsequent Year					
		SEIU					
		Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
		2027-28	2025-26	2025-26	2027-28	2027-28	2027-28
		Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (Current Year Column 2)	Other Revisions (Current Year Column 3)	2nd Subsequent Year Changes as a Result of the Settlement	2nd Subsequent Year Other Revisions	Total 2nd Subsequent Year After Settlement
Object Code							
REVENUES							
LCFF Revenue	8010-8099	\$ 515,681,876					\$ 515,681,876
Federal Revenue	8100-8299	\$ -					\$ -
Other State Revenue	8300-8599	\$ 23,941,567					\$ 23,941,567
Other Local Revenue	8600-8799	\$ 7,275,967					\$ 7,275,967
TOTAL REVENUES		\$ 546,899,410		\$ -	\$ -	\$ -	\$ 546,899,410
EXPENDITURES							
Certificated Salaries	1000-1999	\$ 230,856,863					\$ 230,856,863
Classified Salaries	2000-2999	\$ 35,350,081	\$ 846,070	\$ 263,134	\$ 862,991		\$ 37,322,276
Employee Benefits	3000-3999	\$ 169,270,636	\$ 294,645		\$ 300,538		\$ 169,865,819
Books and Supplies	4000-4999	\$ 10,925,427					\$ 10,925,427
Services and Other Operating Expenditures	5000-5999	\$ 53,001,384					\$ 53,001,384
Capital Outlay	6000-6999	\$ (767,151)					\$ (767,151)
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,378,467					\$ 1,378,467
Transfers of Indirect Costs	7300-7399	\$ (13,499,754)					\$ (13,499,754)
Other Adjustments (Input for MYP)							\$ -
TOTAL EXPENDITURES		\$ 486,515,953	\$ 1,140,715	\$ 263,134	\$ 1,163,529	\$ -	\$ 489,083,331
OTHER FINANCING SOURCES/USES							
Transfers In and Other Sources	8900-8979	\$ 3,755,880					\$ 3,755,880
Transfers Out and Other Uses	7600-7699	\$ 1,615,102					\$ 1,615,102
Contributions	8980-8999	\$ (206,176,694)	\$ -	\$ -	\$ -	\$ -	\$ (206,176,694)
OPERATING SURPLUS (DEFICIT)*		\$ (143,652,459)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (146,219,837)
BEGINNING FUND BALANCE ^		9791	\$ (255,107,927)				\$ (255,107,927)
Audit Adjustments/Other Restatements	9793/9795						
ENDING FUND BALANCE		\$ (398,760,386)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (401,327,765)
COMPONENTS OF ENDING FUND BALANCE:							
Nonspendable	9711-9719			\$ -			\$ -
Restricted	9740						
Committed	9750-9760						\$ -
Assigned	9780						\$ -
Reserve for Economic Uncertainties	9789						\$ -
Unassigned/Unappropriated Amount ~	9790	\$ (398,760,386)	\$ (1,140,715)	\$ (263,134)	\$ (1,163,529)	\$ -	\$ (401,327,765)

*Net Increase (Decrease) in Fund Balance

^BFB is the previous year's EFB adjusted for costs of settlement and other adjustments.

~ Ending 9790 (Column H) must be Positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5b

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

SEIU

		Column 1	Column 2	Column 3
		2025-26	2026-27	2027-28
		Current Year After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ 2,688,064	\$ 2,688,064	\$ 2,688,064
Federal Revenue	8100-8299	\$ 51,472,813	\$ 51,472,813	\$ 51,472,813
Other State Revenue	8300-8599	\$ 150,304,301	\$ 139,538,915	\$ 143,291,421
Other Local Revenue	8600-8799	\$ 9,374,549	\$ 9,374,051	\$ 9,374,051
TOTAL REVENUES		\$ 213,839,727	\$ 203,073,843	\$ 206,826,349
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 96,495,944	\$ 94,939,940	\$ 96,202,085
Classified Salaries	2000-2999	\$ 45,551,754	\$ 35,177,627	\$ 34,742,581
Employee Benefits	3000-3999	\$ 106,713,186	\$ 105,437,594	\$ 108,757,997
Books and Supplies	4000-4999	\$ 38,406,377	\$ 32,105,594	\$ 32,988,497
Services and Other Operating Expenditures	5000-5999	\$ 132,114,939	\$ 116,325,763	\$ 119,107,236
Capital Outlay	6000-6999	\$ 8,331,179	\$ 7,325,695	\$ 7,325,695
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -	\$ -	\$ -
Transfers of Indirect Costs	7300-7399	\$ 10,996,068	\$ 10,771,209	\$ 10,771,209
Other Adjustments (Input for MYP)			\$ -	\$ -
TOTAL EXPENDITURES		\$ 438,609,447	\$ 402,083,421	\$ 409,895,301
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 176,822,310	\$ 195,299,309	\$ 206,176,694
OPERATING SURPLUS (DEFICIT)*		\$ (47,947,409)	\$ (3,710,269)	\$ 3,107,742
BEGINNING FUND BALANCE	9791	\$ 94,775,274	\$ 46,827,865	\$ 43,117,596
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 46,827,865	\$ 43,117,596	\$ 46,225,338
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740	\$ -	\$ -	\$ -
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	\$ -		
Unassigned/Unappropriated Amount	9790	\$ 46,827,865	\$ 43,117,596	\$ 46,225,338

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5b1

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Bargaining Unit:		Restricted General Fund MYP detail - 1st Subsequent Year					
		SEIU					
		Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
		2026-27	2025-26	2025-26	2026-27	2026-27	2026-27
		Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (Current Year Column 2)	Other Revisions (Current Year Column 3)	1st Subsequent Year Changes as a Result of the Settlement	1st Subsequent Year Other Changes	Total 1st Subsequent Year After Settlement
Object Code							
REVENUES							
LCFF Revenue	8010-8099	\$ 2,688,064					\$ 2,688,064
Federal Revenue	8100-8299	\$ 51,472,813					\$ 51,472,813
Other State Revenue	8300-8599	\$ 139,538,915					\$ 139,538,915
Other Local Revenue	8600-8799	\$ 9,374,051					\$ 9,374,051
TOTAL REVENUES		\$ 203,073,843		\$ -	\$ -	\$ -	\$ 203,073,843
EXPENDITURES							
Certificated Salaries	1000-1999	\$ 94,939,940					\$ 94,939,940
Classified Salaries	2000-2999	\$ 33,846,855	\$ 658,798		\$ 671,974		\$ 35,177,627
Employee Benefits	3000-3999	\$ 105,143,146	\$ 145,766		\$ 148,681		\$ 105,437,594
Books and Supplies	4000-4999	\$ 32,105,594					\$ 32,105,594
Services and Other Operating Expenditures	5000-5999	\$ 116,325,763					\$ 116,325,763
Capital Outlay	6000-6999	\$ 7,325,695					\$ 7,325,695
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ -					\$ -
Transfers of Indirect Costs	7300-7399	\$ 10,771,209					\$ 10,771,209
Other Adjustments (Input for MYP)		\$ -					\$ -
TOTAL EXPENDITURES		\$ 400,458,202	\$ 804,564	\$ -	\$ 820,655	\$ -	\$ 402,083,421
OTHER FINANCING SOURCES/USES							
Transfers In and Other Sources	8900-8979						\$ -
Transfers Out and Other Uses	7600-7699						\$ -
Contributions	8980-8999	\$ 195,299,309					\$ 195,299,309
OPERATING SURPLUS (DEFICIT)*		\$ (2,085,049)	\$ (804,564)	\$ -	\$ (820,655)	\$ -	\$ (3,710,269)
BEGINNING FUND BALANCE ^							
	9791	\$ 46,827,865					\$ 46,827,865
Audit Adjustments/Other Restatements	9793/9795						
ENDING FUND BALANCE		\$ 44,742,815	\$ (804,564)	\$ -	\$ (820,655)	\$ -	\$ 43,117,596
COMPONENTS OF ENDING FUND BALANCE:							
Nonspendable	9711-9719						\$ -
Restricted	9740						\$ -
Committed	9750-9760						
Assigned	9780						
Reserve for Economic Uncertainties	9789						
Unassigned/Unappropriated Amount ~	9790	\$ 44,742,815	\$ (804,564)	\$ -	\$ (820,655)	\$ -	\$ 43,117,596

*Net Increase (Decrease) in Fund Balance

^BFB is the previous year's EFB adjusted for costs of settlement and other adjustments.

~ Ending 9790 (Column H) must be Zero

SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Sacramento City Unified School District
Name of Bargaining Unit: SFUU
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2025 and ending: June 30, 2027
(dates)

The Governing Board will act upon this agreement on: June 4, 2026
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement (Complete Years 1 and 3 multiyear and overlapping agreements and Step & Column increases)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Current Year Increase (Decrease)	1st Subsequent Year Increase (Decrease)	2nd Subsequent Year Increase (Decrease)
			2025-26	2026-27	2027-28
1. Salary Schedule (Including Step and Column)		\$ 291,195,613	\$ 1,853,184	\$ 1,890,248	
			0.64%	0.65%	0.00%
2. Other Compensation (Sick pay, Bonus, Longevity, Overtime, Differential, Call Back or Standby Pay, etc)			\$ -	\$ 263,134	
Description of Other Compensation					
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc		\$ 64,429,942	\$ (634,142)	\$ 653,166	
			0.98%	1.00%	0.00%
4. Health/Welfare Plans		\$ 76,067,411			
			0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation (Add items 1 through 4 to equal 5)		\$ 431,692,966	\$ 2,487,326	\$ 2,806,548	\$ -
			0.58%	0.65%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)		2,047.15			
7. Total Compensation Average Cost per Bargaining Unit Employee		\$ 210,875	\$ 1,215	\$ 1,371	\$ -
			0.57%	0.65%	0.00%

Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
2013-14	2014-15	2015-16
2014-15	2015-16	2016-17
2015-16	2016-17	2017-18
2016-17	2017-18	2018-19
2017-18	2018-19	2019-20
2018-19	2019-20	2020-21
2019-20	2020-21	2021-22
2020-21	2021-22	2022-23
2021-22	2022-23	2023-24
2022-23	2023-24	2024-25
2023-24	2024-25	2025-26
2024-25	2025-26	2026-27
2025-26	2026-27	2027-28
2026-27	2027-28	2028-29
2027-28	2028-29	2029-30
2028-29	2029-30	2030-31
2029-30	2030-31	2031-32

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 2

A. Proposed Change in Compensation (Continued)

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

Effective July 1, 2025, all SEIU salary schedules [and all salary schedule stipends] shall increase by two percent (2%)
Effective July 1, 2026, all SEIU salary schedules [and all salary schedule stipends] shall increase by two percent (2%) based on a salary schedule that does not include the eight (8) additional work days in 2024-2025 and 2025-2026, nor the eight early opening impact days.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes ☐ No ☒

If yes, please describe the cap amount.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

Article 3 clarified the union release bank language. Article 3 changes also brought our new employee orientation language into alignment with the District current practice.

Article 6 Compensation for SEIU unit member for the 25/26 and 26/27 school years

Article 8 changes how we round FTE for purposes of displacement rights during layoffs.

Article 9 changed the parameters of when we work an employee on an increased schedule in the Nutrition Services, how long that can occur before we have to permanently change their FTE to reflect the average increase. The language only affects food service workers.

Article 11 changes increases the amount of vacation days SEIU members can cash out annually.

Article 12 enhances employees rights to stay in paid status while on approved extended medical leaves by using their available sick and vacation days.

Article 16 Additional Safety Training for Instructional Aides

Article 19 enhanced employee rights through the proposed disciplinary process

Appendix G Changes the language for SEIU's catastrophic leave bank to a method whereby individuals receive donations from other unit members and the sick time is added to their allotment.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

See Article 6, includes a note that "Because of the current fiscal distress of the District, the District agrees that during the July 1, 2025, to June 30, 2027, term of this agreement, the District agrees to confer with SEIU President and Vice President, at SEIU's request, for up to two hours, twice each semester to review the District's fiscal condition. These meetings shall not count against the hours in the Bank in Article 3.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

F. Source of Funding for Proposed Agreement:

1. Current Year

The SEIU bargaining unit has positions in 8 funds; thus, all funds will have to afford their portion of the raise.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

N/A

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The District is in a process of making significant financial reductions to address its structural deficit in the Unrestricted General Fund and balancing all of its other funds and resources.

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4a

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Unrestricted General Fund SEIU			
		Column 1	Column 2	Column 3	Column 4
		Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ 483,415,359			\$ 483,415,359
Federal Revenue	8100-8299	\$ -			\$ -
Other State Revenue	8300-8599	\$ 20,318,456			\$ 20,318,456
Other Local Revenue	8600-8799	\$ 7,134,013			\$ 7,134,013
TOTAL REVENUES		\$ 510,867,828		\$ -	\$ 510,867,828
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 226,250,044			\$ 226,250,044
Classified Salaries	2000-2999	\$ 64,945,569	\$ 846,070	\$ 263,134	\$ 66,054,773
Employee Benefits	3000-3999	\$ 164,603,538	\$ 294,645		\$ 164,898,183
Books and Supplies	4000-4999	\$ 14,033,894			\$ 14,033,894
Services and Other Operating Expenditures	5000-5999	\$ 55,714,485			\$ 55,714,485
Capital Outlay	6000-6999	\$ 2,325,777			\$ 2,325,777
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,378,467			\$ 1,378,467
Transfers of Indirect Costs	7300-7399	\$ (13,499,754)			\$ (13,499,754)
TOTAL EXPENDITURES		\$ 515,752,020	\$ 1,140,715	\$ 263,134	\$ 517,155,869
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 12,755,880			\$ 12,755,880
Transfers Out and Other Uses	7600-7699	\$ 1,615,102			\$ 1,615,102
Contributions	8980-8999	\$ (176,822,310)	\$ -	\$ -	\$ (176,822,310)
OPERATING SURPLUS (DEFICIT)*		\$ (170,565,724)	\$ (1,140,715)	\$ (263,134)	\$ (171,969,573)
BEGINNING FUND BALANCE					
	9791	\$ 62,354,384			\$ 62,354,384
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ (108,211,339)	\$ (1,140,715)	\$ (263,134)	\$ (109,615,188)
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -		\$ -	\$ -
Restricted	9740	\$ -			\$ -
Committed	9750-9760	\$ -			\$ -
Assigned	9780				\$ -
Reserve for Economic Uncertainties	9789				\$ -
Unassigned/Unappropriated Amount	9790	\$ (108,211,339)	\$ (1,140,715)	\$ (263,134)	\$ (109,615,188)

*Not Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4b

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Restricted General Fund SEIU			
Object Code	Column 1	Column 2	Column 3	Column 4	
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)	
REVENUES					
LCFF Revenue 8010-8099	\$ 2,688,064			\$ 2,688,064	
Federal Revenue 8100-8299	\$ 51,472,813			\$ 51,472,813	
Other State Revenue 8300-8599	\$ 150,304,301			\$ 150,304,301	
Other Local Revenue 8600-8799	\$ 9,374,549			\$ 9,374,549	
TOTAL REVENUES	\$ 213,839,727		\$ -	\$ 213,839,727	
EXPENDITURES					
Certificated Salaries 1000-1999	\$ 96,495,944			\$ 96,495,944	
Classified Salaries 2000-2999	\$ 44,892,956	\$ 658,798		\$ 45,551,754	
Employee Benefits 3000-3999	\$ 106,567,420	\$ 145,766		\$ 106,713,186	
Books and Supplies 4000-4999	\$ 38,406,377			\$ 38,406,377	
Services and Other Operating Expenditures 5000-5999	\$ 132,114,939			\$ 132,114,939	
Capital Outlay 6000-6999	\$ 8,331,179			\$ 8,331,179	
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$0			\$ -	
Transfers of Indirect Costs 7300-7399	\$10,996,068			\$ 10,996,068	
TOTAL EXPENDITURES	\$ 437,804,883	\$ 804,564	\$ -	\$ 438,609,447	
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources 8900-8979				\$ -	
Transfers Out and Other Uses 7600-7699				\$ -	
Contributions 8980-8999	\$176,822,310			\$ 176,822,310	
OPERATING SURPLUS (DEFICIT)*	\$ (47,142,845)	\$ (804,564)	\$ -	\$ (47,947,409)	
BEGINNING FUND BALANCE 9791	\$94,775,274			\$ 94,775,274	
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -	
ENDING FUND BALANCE	\$ 47,632,429	\$ (804,564)	\$ -	\$ 46,827,865	
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable 9711-9719				\$ -	
Restricted 9740				\$ -	
Committed 9750-9760					
Assigned Amounts 9780					
Reserve for Economic Uncertainties 9789				\$ -	
Unassigned/Unappropriated Amount 9790	\$ 47,632,429	\$ (804,564)	\$ -	\$ 46,827,865	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4c

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Combined General Fund SEIU			
Object Code	Column 1	Column 2	Column 3	Column 4	
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)	
REVENUES					
LCFF Revenue 8010-8099	\$ 486,103,423		\$ -	\$ 486,103,423	
Federal Revenue 8100-8299	\$ 51,472,813		\$ -	\$ 51,472,813	
Other State Revenue 8300-8599	\$ 170,622,757		\$ -	\$ 170,622,757	
Other Local Revenue 8600-8799	\$ 16,508,562		\$ -	\$ 16,508,562	
TOTAL REVENUES	\$ 724,707,555		\$ -	\$ 724,707,555	
EXPENDITURES					
Certificated Salaries 1000-1999	\$ 322,745,988	\$ -	\$ -	\$ 322,745,988	
Classified Salaries 2000-2999	\$ 109,838,525	\$ 1,504,868	\$ 263,134	\$ 111,606,527	
Employee Benefits 3000-3999	\$ 271,170,958	\$ 440,411	\$ -	\$ 271,611,369	
Books and Supplies 4000-4999	\$ 52,440,271		\$ -	\$ 52,440,271	
Services and Other Operating Expenditures 5000-5999	\$ 187,829,424		\$ -	\$ 187,829,424	
Capital Outlay 6000-6999	\$ 10,656,956		\$ -	\$ 10,656,956	
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 1,378,467		\$ -	\$ 1,378,467	
Transfers of Indirect Costs 7300-7399	\$ (2,503,686)		\$ -	\$ (2,503,686)	
TOTAL EXPENDITURES	\$ 953,556,903	\$ 1,945,279	\$ 263,134	\$ 955,765,316	
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources 8900-8979	\$ 12,755,880	\$ -	\$ -	\$ 12,755,880	
Transfers Out and Other Uses 7600-7699	\$ 1,615,102	\$ -	\$ -	\$ 1,615,102	
Contributions 8980-8999	\$ 0	\$ -	\$ -	\$ 0	
OPERATING SURPLUS (DEFICIT)*	\$ (217,708,569)	\$ (1,945,279)	\$ (263,134)	\$ (219,916,982)	
BEGINNING FUND BALANCE 9791	\$ 157,129,658			\$ 157,129,658	
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -	
ENDING FUND BALANCE	\$ (60,578,910)	\$ (1,945,279)	\$ (263,134)	\$ (62,787,323)	
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -	
Restricted 9740	\$ -	\$ -	\$ -	\$ -	
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -	
Assigned 9780	\$ -	\$ -	\$ -	\$ -	
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -	
Unassigned/Unappropriated Amount 9790	\$ (60,578,910)	\$ (1,945,279)	\$ (263,134)	\$ (62,787,323)	

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4d

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 11 - Adult Education Fund

Bargaining Unit:

SEIU

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 1,610,162			\$ 1,610,162
Other State Revenue 8300-8599	\$ 1,806,618			\$ 1,806,618
Other Local Revenue 8600-8799	\$ 1,445,149			\$ 1,445,149
TOTAL REVENUES	\$ 4,861,929		\$ -	\$ 4,861,929
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 1,632,853			\$ 1,632,853
Classified Salaries 2000-2999	\$ 1,597,603	\$ 29,611	\$ -	\$ 1,627,214
Employee Benefits 3000-3999	\$ 2,266,093	\$ 10,282	\$ -	\$ 2,276,375
Books and Supplies 4000-4999	\$ 630,115			\$ 630,115
Services and Other Operating Expenditures 5000-5999	\$ 1,094,190			\$ 1,094,190
Capital Outlay 6000-6999				\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 85,052			\$ 85,052
Transfers of Indirect Costs 7300-7399				\$ -
TOTAL EXPENDITURES	\$ 7,305,905	\$ 39,893	\$ -	\$ 7,345,798
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 1,902,123			\$ 1,902,123
Transfers Out and Other Uses 7600-7699	\$ -			\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (541,853)	\$ (39,893)	\$ -	\$ (581,746)
BEGINNING FUND BALANCE	\$ 544,632			\$ 544,632
Audit Adjustments/Other Restatements 9793/9795				
ENDING FUND BALANCE	\$ 2,779	\$ (39,893)	\$ -	\$ (37,114)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719				\$ -
Restricted 9740				\$ -
Committed 9750-9760				\$ -
Assigned 9780				\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ 2,779	\$ (39,893)	\$ -	\$ (37,114)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4e

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit:

SEIU

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 7,568,178			\$ 7,568,178
Other State Revenue 8300-8599	\$ 10,376,722			\$ 10,376,722
Other Local Revenue 8600-8799	\$ 3,209,412			\$ 3,209,412
TOTAL REVENUES	\$ 21,154,311		\$ -	\$ 21,154,311
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 6,220,868			\$ 6,220,868
Classified Salaries 2000-2999	\$ 3,723,748	\$ 63,647		\$ 3,787,395
Employee Benefits 3000-3999	\$ 7,000,544	\$ 22,523		\$ 7,023,067
Books and Supplies 4000-4999	\$ 4,098,501			\$ 4,098,501
Services and Other Operating Expenditures 5000-5999	\$ 1,440,833			\$ 1,440,833
Capital Outlay 6000-6999	\$ 1,887,844			\$ 1,887,844
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 900,322			\$ 900,322
Transfers of Indirect Costs 7300-7399				\$ -
TOTAL EXPENDITURES	\$ 25,272,660	\$ 86,170	\$ -	\$ 25,358,830
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 4,405,501			\$ 4,405,501
Transfers Out and Other Uses 7600-7699	\$ 287,020			\$ 287,020
OPERATING SURPLUS (DEFICIT)*	\$ 132	\$ (86,170)	\$ -	\$ (86,038)
BEGINNING FUND BALANCE 9791				
Audit Adjustments/Other Restatements 9793/9795				
ENDING FUND BALANCE	\$ 132	\$ (86,170)	\$ -	\$ (86,038)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719				\$ -
Restricted 9740				\$ -
Committed 9750-9760				\$ -
Assigned 9780				\$ -
Reserve for Economic Uncertainties 9789				\$ -
Unassigned/Unappropriated Amount 9790	\$ 132	\$ (86,170)	\$ -	\$ (86,038)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5b2

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Bargaining Unit:		Restricted General Fund MYP detail - 2nd Subsequent Year					
		SEIU					
		Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
		2027-28	2025-26	2025-26	2027-28	2027-28	2027-28
		Latest Board-Approved Budget Before Settlement (As of 06/20/24) (Proposed 06/06/24)	Adjustments as a Result of Settlement (Current Year Column 2)	Other Revisions (Current Year Column 3)	2nd Subsequent Year Changes as a Result of the Settlement	2nd Subsequent Year Other Changes	Total 2nd Subsequent Year After Settlement
Object Code							
REVENUES							
LCFF Revenue	8010-8099	\$ 2,688,064					\$ 2,688,064
Federal Revenue	8100-8299	\$ 51,472,813					\$ 51,472,813
Other State Revenue	8300-8599	\$ 143,291,421					\$ 143,291,421
Other Local Revenue	8600-8799	\$ 9,374,051					\$ 9,374,051
TOTAL REVENUES		\$ 206,826,349		\$ -	\$ -	\$ -	\$ 206,826,349
EXPENDITURES							
Certificated Salaries	1000-1999	\$ 96,202,085					\$ 96,202,085
Classified Salaries	2000-2999	\$ 34,083,783	\$ 658,798		\$ -		\$ 34,742,581
Employee Benefits	3000-3999	\$ 108,612,231	\$ 145,766		\$ -		\$ 108,757,997
Books and Supplies	4000-4999	\$ 32,988,497					\$ 32,988,497
Services and Other Operating Expenditures	5000-5999	\$ 119,107,236					\$ 119,107,236
Capital Outlay	6000-6999	\$ 7,325,695					\$ 7,325,695
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499						\$ -
Transfers of Indirect Costs	7300-7399	\$ 10,771,209					\$ 10,771,209
Other Adjustments (Input for MYP)		\$ -					\$ -
TOTAL EXPENDITURES		\$ 409,090,737	\$ 804,564	\$ -	\$ -	\$ -	\$ 409,895,301
OTHER FINANCING SOURCES/USES							
Transfers In and Other Sources	8900-8979						\$ -
Transfers Out and Other Uses	7600-7699						\$ -
Contributions	8980-8999	\$ 206,176,694					\$ 206,176,694
OPERATING SURPLUS (DEFICIT)*		\$ 3,912,306	\$ (804,564)	\$ -	\$ -	\$ -	\$ 3,107,742
BEGINNING FUND BALANCE ^							
	9791	\$ 43,117,596					\$ 43,117,596
Audit Adjustments/Other Restatements	9793/9795						
ENDING FUND BALANCE		\$ 47,029,902	\$ (804,564)	\$ -	\$ -	\$ -	\$ 46,225,338
COMPONENTS OF ENDING FUND BALANCE:							
Nonspendable	9711-9719						\$ -
Restricted	9740						\$ -
Committed	9750-9760						
Assigned	9780						
Reserve for Economic Uncertainties	9789						
Unassigned/Unappropriated Amount ~	9790	\$ 47,029,902	\$ (804,564)	\$ -	\$ -	\$ -	\$ 46,225,338

*Net Increase (Decrease) in Fund Balance

^BFB is the previous year's EFB adjusted for costs of settlement and other adjustments.

~ Ending 9790 (Column H) must be Zero

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5c

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:		SEIU		
		Column 1	Column 2	Column 3
Object Code		2025-26	2026-27	2027-28
		Current Year After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	\$ 486,103,423	\$ 494,905,777	\$ 518,369,940
Federal Revenue	8100-8299	\$ 51,472,813	\$ 51,472,813	\$ 51,472,813
Other State Revenue	8300-8599	\$ 170,622,757	\$ 161,231,721	\$ 167,232,987
Other Local Revenue	8600-8799	\$ 16,508,562	\$ 16,576,413	\$ 16,650,019
TOTAL REVENUES		\$ 724,707,555	\$ 724,186,724	\$ 753,725,759
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 322,745,988	\$ 318,412,191	\$ 327,058,948
Classified Salaries	2000-2999	\$ 111,606,527	\$ 72,254,173	\$ 72,064,858
Employee Benefits	3000-3999	\$ 271,611,369	\$ 266,565,186	\$ 278,623,816
Books and Supplies	4000-4999	\$ 52,440,271	\$ 45,238,612	\$ 43,913,924
Services and Other Operating Expenditures	5000-5999	\$ 187,829,424	\$ 167,851,881	\$ 172,108,619
Capital Outlay	6000-6999	\$ 10,656,956	\$ 6,558,544	\$ 6,558,544
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 1,378,467	\$ 1,378,467	\$ 1,378,467
Transfers of Indirect Costs	7300-7399	\$ (2,503,686)	\$ (2,728,545)	\$ (2,728,545)
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 955,765,316	\$ 875,530,510	\$ 898,978,632
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ 12,755,880	\$ 3,755,880	\$ 3,755,880
Transfers Out and Other Uses	7600-7699	\$ 1,615,102	\$ 1,615,102	\$ 1,615,102
Contributions	8980-8999	\$ 0	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (219,916,982)	\$ (149,203,008)	\$ (143,112,095)
BEGINNING FUND BALANCE	9791	\$ 157,129,658	\$ (62,787,323)	\$ (211,990,331)
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ (62,787,323)	\$ (211,990,331)	\$ (355,102,426)
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740	\$ -	\$ -	\$ -
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ (62,787,323)	\$ (211,990,331)	\$ (355,102,426)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Sacramento City Unified School District
Public Disclosure of Proposed Collective Bargaining Agreement

Page 6

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2025-26	2026-27	2027-28
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 957,380,418	\$ 877,145,612	\$ 900,593,734
b.	Less: Special Education Pass-Through Funds		\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 957,380,418	\$ 877,145,612	\$ 900,593,734
d.	State Standard Minimum Reserve Percentage for this District Enter percentage	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 28,721,413	\$ 26,314,368	\$ 27,017,812

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ (109,615,188)	\$ (255,107,927)	\$ (401,327,765)
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ (109,615,188)	\$ (255,107,927)	\$ (401,327,765)
f.	Reserve for Economic Uncertainties Percentage	-11.45%	-29.08%	-44.56%

3. Do unrestricted reserves meet the state minimum reserve amount?

2025-26

Yes

☐

No

☒

2026-27

Yes

☐

No

☒

2027-28

Yes

☐

No

☒

4. If no, how do you plan to restore your reserves?

The District is has developed and is the current state of constant revisions to its Fiscal Solvency Plan to address its Multi-Year Deficits and reserves. Please see the attached Fiscal Solvency Plan.

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES (CONTINUED)

5. **Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.**

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 2,487,326
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (1,945,279)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ (39,893)
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (86,170)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (271,626)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ (40,898)
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ (10,070)
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (2,393,936)

Variance \$ 93,390

Variance Explanation:

6. **Will this agreement create or increase deficit financing in the current or subsequent years?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (217,708,569)	(22.8%)	
Current FY Surplus/(Deficit) after settlement(s)?	\$ (219,916,982)	(23.0%)	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (149,203,008)	(17.0%)	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (143,112,095)	(15.9%)	

Deficit Reduction Plan (as necessary):

7. **Provide explanations for amounts entered on "Other Adjustments" line in the multiyear projections, pages 5a1/5a2 and 5b1/5b2 which populate pages 5a and 5b for 1st and 2nd Subsequent fiscal years.**

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the S:

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year - All Funds

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment Increase/
(Decrease)**

\$	-
\$	2,657,070
\$	(2,657,070)

Subsequent Years - All Funds

Budget Adjustment Categories:

Revenues/Transfers In and Other Sources/Contributions
Expenditures/Transfers Out and Other Uses
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment Increase/
(Decrease)**

\$	-
\$	2,398,627
\$	(2,398,627)

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

☒ I hereby certify ☐ I am unable to certify



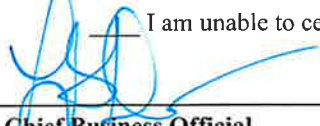
District Superintendent

6/1/26

Date

(Signature)

☒ I hereby certify ☐ I am unable to certify



Chief Business Official

June 1, 2026

Date

(Signature)

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The District is presenting a restructuring plan of its District office in May 2026 for approval. The District has calculated the value of all positions noticed and the total reduction is \$26.6M as shared on May 21, 2026. The affordability of the increases shall be absorbed in the Unrestricted General Fund by making reductions to the unrestricted staffing within the District's Central Office reduction. Additionally, positions in the District's funded in all other resources and funds must absorb these increases. The District will notify program leaders and modify budgets as required prior to the Budget Adoption and/or note the amount that the budget will need to be adjusted at adoption. The District's 2026-27 budget options included a 20% reduction to all budgets, in addition to reducing management staff to 270 FTE.

Concerns regarding affordability of agreement in subsequent years (if any):

The District does not have a multi-year fiscal solvency plan, but has plans to continue to expand the plan. The original plan included the 2025-26 and 2026-27 year, but the budget will require a multi-year plan to address the significant deficits that are being projected and are reflected in this AB1200.

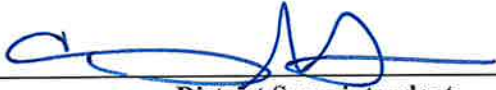
K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Sacramento City Unified School District

District Name



District Superintendent

(Signature)

6/1/26

Date

Lisa Grant-Dawson, Interim CBO

Contact Person

Phone

President (or Clerk), Governing Board

(Signature)

Date

Special Note: The Sacramento County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1

Meeting Date: June 4, 2026

Subject: 2025-26 Third Interim Financial Report ending April 30, 2026

- ☐ 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: Adoption by the Board of Education of the District's Third Interim Financial Report for Fiscal Year 2025-26, as of April 30, 2026 and Certification of said Report to the Sacramento County Superintendent of Schools, as a condition of the District certifying as "Qualified" on 2025-26 Second Interim report.

Background/Rationale: Education Code Section 42130 requires school districts to prepare Interim Financial Reports each year. Education Code Sections 42131(e), requires school districts with qualified certification for the Second Interim to prepare a Third Interim Financial and Budgetary Report for the period ending April 30 with a projection of District's fund and cash balances through the end of the fiscal year. The Third Interim is also focused on the health and stability of the General Fund. All other funds are not included in the Third Interim presentation.

This is the third of three interim financial reports presented to the Board of Education for the 2025-26 fiscal year. The report provides financial information as of April 30, 2026, projections for the remaining 2025-26 fiscal year and multi-year projections for two additional fiscal years, 2026-27 and 2027-28.

Financial Considerations: The District is not projected to meet the 2% reserve requirement for economic uncertainties in 2025-26 due to the projected deficit of

\$124.2M in the Unrestricted General Fund. The reserve would be an additional \$18.3M, making the total amount required to address the deficit and to fully restore the reserve, \$142.5M. The District is projected to continue to absorb its beginning fund balance of \$62.4M; thus making the net deficit absent the reserve for economic uncertainties, \$61.8M.

The Cash flow, as presented as of May 21st, includes actuals through April 2026. is projected to be \$4.9M as of June 30, 2026. The District has progressed with implementing the Fiscal Solvency Plan Strategies for 2025-26 and 2026-27, which has yielded a reduction in expenditures of

The 2025-26 Third Interim report includes the budgeted reductions of \$96.6M from Fiscal Solvency Plan, with many of the entries already being booked in actuals, especially those that involve sweeping balances available to support the General Fund on a one time basis. As of May 21, 2026 the projected ending fund balance, net of the beginning fund balance, was \$74.9M. The Unrestricted fund balance as of Third Interim is \$61.8M, which reflects further reductions as a result of balancing the budget projections to include: vacancy savings, purchase orders closing, year end vendor and payroll obligations, and revised revenue projections.

It should also be noted that included in the \$61.8M, the District's reserve of \$2M in operating expenditures from the Fiscal Solvency Plan. As previously shared, this was achieved by reducing and reserving budget allocations in Object 4399. Once the District closes the fiscal year, the \$2M will remain unspent and reduce the deficit to \$59.8M. This achieves nearly half of the District's revised First Interim structural deficit of \$113.3M.

The Multi-Year projection for the 2026-27 and 2027-28 Fiscal year includes the totals in the 2026-27 budget model the District is finalizing for adoption. The modifications to the budget from budget development have been included in the 2026-27 MYP projection and are being reconciled for each Fund and resource, to include the restructuring of the Central Office. This work is being done in tandem with the Human Resources department, to ensure that all projected staffing changes are included. The 2026-27 budget also includes the modifications to the negotiated salaries for SCTA of 2% and is modeling a compounded 4% increase for SEIU, which is pending final approval and review by SCOE. Due to the timing of the agreement, the District was required to identify the reductions that would support the increase in compensation. For the Unrestricted General Fund, this funding mechanism is being offset by the restructure and reorganization work. For all other Restricted Resources and Funds, reductions to non labor and other spending will be required to balance budgets and the salary increase was not included in the budget development process. The summary assumptions are listed below and included in the Multi-Year Projection Report.

SCUSD 2025-28 Budget Assumptions - Third Interim Budget			
Category	2025-26	2026-27	2027-28
Cost of Living Adjustment (COLA)	2.30%	2.87%	3.30%
Augmentation		1.44%	
Special Education Increase		\$422/ADA	
Enrollment	36,135	35,791	35,644
Enrollment Charters - Reported in Fund 09	1,411	1,389	1,379
Total Enrollment - SCUSD	37,546	37,180	37,023
Attendance Used for Funding (Highest Year or 3 Year Average)	33,678	33,484	33,130
Attendance (ADA)	33,219	32,698	32,698
Enrollment to ADA %	91.93%	91.36%	91.73%
Unduplicated Pupil Count	68.07%	67.36%	68.22%
Step & Column Certificated	1.6%	1.6%	1.6%
Step & Column Classified	1.40%	1.40%	1.40%
Consumer Price Index (CPI)	3.25%	3.76%	3.18%
Special Education Contribution (In Millions)	\$172.2	\$197.7	\$195.0
Routine Restricted Maintenance Contribution (In Millions)	\$24.9	\$27.4	\$27.6
Health Benefit Assumptions *	0.00%	8.00%	8.00%
SCTA Agreement	2.00%	2.00%	0.00%
SEIU Agreement	2.00%	2.00%	
Mandatories & Benefits - Certificated	5.14%	5.14%	5.14%
Mandatories & Benefits - Classified	11.34%	11.34%	11.34%
State Teachers Retirement System	19.10%	19.10%	19.10%
California Public Retirement System	26.81%	26.40%	26.80%
Total Mandatories & Benefits Certificated	24.24%	24.24%	24.24%
Total Mandatories & Benefits Classified	38.15%	37.74%	38.14%

Unrestricted General Fund Balance - Multi-Year Projection

2025-26	2026-27	2027-28
-\$124.2	-\$239.6	-\$229.1

Unrestricted General Fund Balance - Multi-Year Projection Net Beginning Fund Balance \$62.4M for 2025-26

2025-26	2026-27	2027-28
-\$61.8	-\$301.4	-\$530.5

The Restricted General Fund at Third Interim is reflecting the following Fund Balances, which also shows a significant reduction in Restricted Resources from the \$94.8M beginning Fund Balance.

Restricted General Fund Balance - Multi-Year Projection

2025-26	2026-27	2027-28
-\$55.8M	\$7.0M	\$8.3M

Restricted General Fund Balance - Multi-Year Projection
Net Beginning Fund Balance \$94.8M for 2025-26

2025-26	2026-27	2027-28
-39.0M	\$46.0M	\$54.3M

The Third Interim does not require an official certification; however, the district maintains its Qualified Status which is defined as "...district may not meet its financial obligations for the remainder of the current fiscal year or two subsequent fiscal years." The District is presenting a Third Interim that is projected to meet its financial obligations for the 2025-26 fiscal year; though a deficit will remain.

The District is also projected to maintain positive cash through June 30, 2026 with a balance of \$20,541,623.09. Although the budget projection has changed, the assumptions on the cash flow trends have been retained. The 2026-27 Cash flow projection has been updated with the projected \$111.1M in advanced property tax revenue, with the remaining amount of \$35.7M projected to be received in April 2027. The Cash flow projection will be updated in June with May 2026 actuals and presented on June 18, 2026 with the 2026-27 Adopted Budget.

LCAP Goal(s): Family and Community Empowerment; College, Career and Life Ready Graduates; Operational Excellence

Documents Attached:

1. 2025-26 Third Interim Financial Report ending April 30, 2026 forthcoming
2. Third Interim Position Control Report forthcoming

Estimated Time: 10 Minutes

Submitted by: Lisa Grant-Dawson, Interim Chief Business Officer & Operations Officer

Approved by: Cancy McArn, Superintendent