

Tentative Agreement  
Between  
Sacramento City Unified School District  
&  
Sacramento City Teachers Association

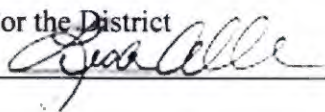
June 27, 2025

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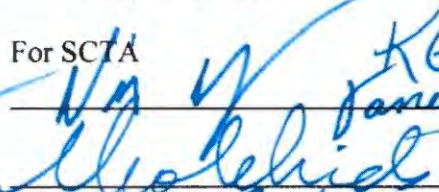

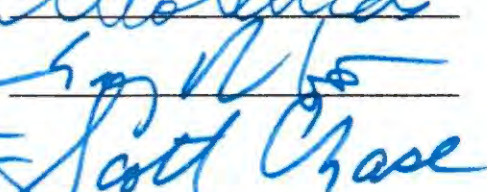

In furtherance of continued efforts to maintain a cooperative and constructive approach to labor relations, the Sacramento City Unified School District (SCUSD) and the Sacramento City Teachers Association (SCTA) hereby agree as follows:

1. This Agreement consists of and incorporates the terms of the following Tentative Agreements: Article 1 (Recognition), Article 3 (Effect of Agreement), Article 5 (Hours of Employment), Article 6 (Evaluation), Article 9 (Leaves of Absence), Article 11 (Safety Condition), Article 12 (Compensation), Article 17 (Class Size), Article 19 (District Rights), and Article 26 (Duration), as well as the Agreement on the MTSS Framework, three professional learning days, and calendars. Article 7, 13, and 15 are withdrawn by the District and SCTA.
2. Unless otherwise noted, the changes made to the Articles referenced in Paragraph 1 above will take effect for the 2025-2026 school year.
3. This Agreement completely resolves negotiations for the 2025-2026 and 2026-2027 school years. All other terms of the Collective Bargaining Agreement shall remain in full force and effect, except as modified by the terms of the Tentative Agreements referenced in Paragraph 1 of this Agreement. The Collective Bargaining Agreement will be extended through June 30, 2027.
4. SCTA agrees to dismiss Grievance No. 2024-2025 #4 regarding Community Schools upon the District and SCTA reaching final agreement on the terms to resolve that grievance.
5. This agreement will be deemed final upon approval by the District's Governing Board and ratification by SCTA unit members.
6. The District agrees that retroactive payments due to employees will be provided by no later than ninety (90) days of final approval by both parties and the Governing Board.
7. The District and SCTA will work together to incorporate the changes from the Tentative Agreements reached in these negotiations into the Collective Bargaining Agreement.

For the District



For SCTA

Sacramento City Unified School District  
Counterproposal to  
Sacramento City Teachers Association

February 11, 2025

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**ARTICLE 1 - RECOGNITION**

- 1.1 The Board hereby recognizes the Sacramento City Teachers Association, hereinafter referred to as the Association, as the exclusive and sole negotiation agent for:

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Individuals in positions, the title for which includes the term "teacher" and in which the individual is under contract with the school District;

per session teachers excluding teachers of summer school;

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counselors;

psychologists;

school social workers;

librarians, including District librarian;

audiometrists;

nurses, including lead school nurse;

vocational specialists;

department chairpersons;

language, speech and hearing specialists; speech and language pathologist

speech language pathologist  
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program specialists;

resource specialists;

student activities advisers;

training specialists;

athletic director;

behavior intervention specialist;

drug, alcohol and tobacco education specialists;

education audiologist;

assistive technology specialist;

adaptive and alternative communication specialist;

teacher; reading intervention teachers;

community schools specialist;

district community schools specialist;

MTSS specialist;

Lead speech and language pathologist;

Lead psychologist;

ERMHS providers;

and

substitute teachers.

- 1.2 The Board agrees not to meet and negotiate with any teachers' organization other than the Association for the duration of this Agreement; further, the Board agrees not to negotiate with any teacher individually during the duration of this Agreement on matters subject to meeting and negotiating. In the event the parties agree to form a ~~formal~~ *1B* ~~school site or district committee for the District seeks to have representation from the SCTA~~ *09* ~~unit in a school site or district committee, in which the outcomes of the committee will affect the working conditions of SCTA represented employees from certificated staff represented by SCTA; those of the SCTA bargaining unit representatives to the committee will be determined by SCTA.~~
- 1.3 The Association recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board or its duly authorized representatives designated by the Board to act in its behalf.
- 1.4 The Association agrees that neither it nor its members or agents will attempt to represent in any negotiations or grievances, the interests of anyone other than members of the unit, except the negotiation interests of summer school employees.

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April 30, 2025  
OF

**SCTA Proposal to SCUSD**

**ARTICLE 3 - EFFECT OF AGREEMENT**

- 3.1 This Agreement terminates and supersedes the prior collective bargaining ~~all past practices, agreements, procedures, traditions, and rules or regulations concerning the matters herein~~ previously in effect between the parties.
- 3.2 The parties agree that during the negotiations which culminated in this Agreement, each party enjoyed the right and opportunity to make demands and proposals or counter proposals with respect to any matter not reserved by policy or law from compromise through negotiations, and that the understandings and agreements arrived at after the exercise of that right and opportunity are set forth herein.
- 3.3 The parties agree, therefore, that the other shall not be obligated to meet and negotiate with respect to any subject or matter whether referred to herein or not even though subject or matter may not have been in the contemplation or knowledge of either or both of the parties at the time they negotiated or signed this Agreement. The terms and conditions of this Agreement may be altered, changed, added to, deleted from or modified only through the voluntarily mutual intent of the parties in a written amendment.
- 3.4 Should any article, section, or clause of this Agreement be declared illegal by court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not directly affected by the deleted article, section, or clause.
- 3.5 Each party agrees that they will neither take, nor threaten to take, any reprisals, directly or indirectly, against the other party or any members thereof regarding any action taken on the part of such persons in the exercising of their rights and responsibilities under this Agreement.
- 3.6 The Board agrees that it shall not take any reprisals against any bargaining unit member nor any civil action against SCTA or its affiliated organizations for engaging in concerted activities.
- 3.7 The Association and the District agree that differences between the parties shall be settled by peaceful means as provided in this Contract. For the duration of this Contract, the Association, in consideration of the terms and conditions provided herein, will not engage in, instigate or condone any strike or work stoppage of members of the bargaining unit.
- This provision will not apply to any re-opener period after impasse procedures under the EERA have been exhausted, and after such exhaustion of procedure, the Board will also maintain the right to take unilateral action on negotiated items pursuant to the provisions of the EERA.
- 3.8 The parties agree that teachers employed at K-8 schools shall enjoy all rights identified in this Agreement, unless modified herein.
- 3.9 The parties agree that the District, including the students, the teachers and other staff, as well as the community, will benefit from improvement in the negotiation/grievance processes and improvement in the relationship between the parties. To that end the parties will seek to initiate a program to improve employer-union relations.



June 26, 2025

SCTA Proposal to SCUSD

ARTICLE 5 – HOURS OF EMPLOYMENT

The Union proposes to change the following sections of Article 5, Hours of Employment.

5.6 Preparation Time/Extra Allocation Time

5.6.1 Each middle, junior high, and senior/high school teacher will be provided one (1) preparation period daily which will equal the standard instruction period in each individual school.

5.6.1.1 No junior high or middle school teacher shall be required to function as a department chairperson.

5.6.2 Each elementary teacher, including but not limited to special day class teachers, will be provided at least ninety (90) ~~one hundred eighty (180)~~ minutes of preparation time per week. Prep time applies to each week which includes a regular teaching day. ~~Elementary teachers, including SDC teachers, who teach a split class will receive an additional sixty minutes per week.~~ Provided the District receives sufficient funds through Proposition 28, known as the Arts and Music in Schools Funding Guarantee and Accountability Act, the District will provide additional preparation time to elementary teachers and ensure equitable distribution of this additional preparation time.

5.6.2.1 Teachers hired into preparation specialist positions are intended to be those with regular K-6 credentials. Those preparation specialist teachers who worked in the elementary preparation program in 1991-92 and return to a preparation specialist position in 1994-95 shall not be required to have a regular K-6 credential.

5.6.2.2 Flexible prep time for prep specialist teachers in Elementary Schools. Ordinarily, prep time is expected to be provided in approximate 45 minute segments. However, in order to facilitate scheduling, prep specialist prep time may be allocated in shorter segments when documentably necessary. In return, time on shortened days after the student day shall be considered prep time for prep specialists.

5.6.2.3 The prep specialist teaching prep day is understood to be the same as all other grade 1-6 teachers at the site.

5.6.2.4 In those schools where additional minutes are available within a preparation specialist's instructional day, those minutes are to be used to provide additional minutes of preparation time on a regular or intermittent basis to qualifying teachers. The available minutes are to be distributed as equitably as possible among the qualifying teachers. It needs to be reiterated that it is not appropriate for a preparation specialist's time to be assigned to other programmatic uses outside of the elementary preparation program at a site even though it is acknowledged that there are many such needs.

5.6.3 Each site, in consultation with the Liaison Committee, shall determine how to best and fully utilize its above-staffing allocation for the school year.

5.6.4 The time scheduled for elementary special subject teachers in each elementary school shall be rounded upward to the nearest whole day.

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~~Need to discuss scheduling for Child Development (Section 5.6.7)~~

[No changes to Section 5.7 and 5.8.]

**5.9 Special Assignments**

- 5.9.1. No teacher shall be required to participate in a special-duty assignment more than four (4) times during a school year, no more than one (1) of which shall be on a Friday. Nothing precludes teachers from volunteering for such activities.
- 5.9.2 Saturday, Sunday, and holiday special assignments will be made on a voluntary basis.
- 5.9.3 No teacher shall be required to accept any overnight duty. Such assignments may be made on a voluntary basis.
- 5.9.4 The site administrator will make these special assignments only as necessary and in a manner which distributes the extra duties and responsibilities as equitably as possible to all concerned staff.
- 5.9.5 The site administrator shall confer with teachers when planning activities which might occur outside the maximum service day in which the teacher may be involved.
- 5.9.6 New teachers shall have no more than one (1) additional day of service required for all District wide meetings in addition to whatever requirements exist for all teachers.
- 5.9.7 New Teacher Orientation: Newly-hired employees shall be required to attend a New Employee Orientation. By June 1 of the preceding year, the District and the Association will mutually agree on a date to hold the New Teacher Orientation for certificated staff who are hired prior to the commencement of the following school year. The New Teacher Orientation will occur prior to the first instructional day. The parties will jointly develop the agenda, which shall include a joint greeting from the District superintendent or designee and the President of the Association or designee. The Association shall also be provided at least thirty (30) minutes of time outside the presence of any District administrators as part of the agenda.
- 5.9.7.1 New Employee Orientation: After the commencement of the school year, the District and the Association shall hold a monthly new employee orientation, which newly hired staff will be required to attend, for those staff who were hired after the New Teacher Orientation referenced in 5.9.7 above occurred, or who were excused from the New Teacher Orientation. The parties will confer to determine whether the monthly New Employee Orientation may be postponed until the following month due to a low number of participants or another mutually-agreeable reason.
- 5.9.8 Non-instructional duties: It is the intention of the District and the Association to focus on the teacher's role as a professional whose time and energy should be focused upon the learning process, not the supervision of children occupied in non-instructional activities, e.g., rainy day supervision, late buses, etc. Educators shall not be assigned to supervise students engaged in non-instructional activities before or during morning or afternoon recess or after school. Teachers shall remain available to assist in any situation where the health and safety of students would be adversely impacted.

June 26, 2025

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5.9.8 Elementary Supervision: No bargaining unit member will be required to perform more than thirty (30) total hours of supervision in a school year. Supervision is limited to before and after school student supervision during drop off and pick up times and recess supervision.

5.9.8.1 ~~The District will employ appropriate classified employees to perform these supervision duties thereby providing the opportunity for more teacher preparation.~~

[No changes to Section 5.10 and 5.14.]

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**ARTICLE 6 - EVALUATION**

**6.1 Principles and Purposes of Professional Evaluation**

6.1.1 The ultimate goal of an evaluation system for teachers and employees serving in teacher related positions is the identification, reinforcement and improvement of skills, attitudes, and abilities which will result in better educational opportunities for all students. It is the intent of the parties that timelines apply to all teachers. The purpose of these guidelines is to insure that the evaluation of District professional personnel shall:

6.1.2 Meet the requirements of state law as set forth in Education Code Sections 44500, 44660-44664, AB 954 which is included in the amended Education Code 44664 and conform in principle to the guidelines established by the State Board of Education.

OK 6.1.3 Provide for the establishment of standards of expected student achievement at each grade level in each area of study as expressed in the District's courses of study, guides, and adopted standards aligned instructional materials, and for the evaluation and assessment of certificated employee competency as it reasonably relates to: 1) the engagement and support of all students in learning; 2) ~~the~~ the establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities; ~~3) understanding and organizing subject matter for student learning;~~ ~~4) planning instruction and designing learning experiences for all students;~~ and ~~5) assessing student learning and the performance of those non-instructional duties and responsibilities including supervisory and advisory duties as may be prescribed by the Board and SCA contract and.~~

6.1.4 Cover all significant aspects of professional service as set forth in the employee's job description.

6.1.5 Be conducted cooperatively with the employee accepting responsibility for self-evaluation and having full knowledge of any administrative evaluation.

6.1.6 Provide for recognition of outstanding service.

6.1.7 Provide for counseling, specific recommendations, and assistance in areas where improvement is needed.

6.1.8 Be conducted continuously and consistently in conformance with established evaluator-evaluated relationships, written forms, channels of communication, and time requirements.

6.1.9 The evaluator shall take into account working conditions which may have an adverse impact upon the employees' abilities to perform effectively. Such conditions will be identified in the pre-conference or final conference process and shall include, but are not limited to:

6.1.9.1 Equipment, supplies, facilities

6.1.9.2 Teacher and student work stations

6.1.9.3 Problems related to sharing facilities.

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**6.1.9.4 Preparation time**

**6.1.9.5 Assignments outside scope of certification, experience and/or training**

**6.1.9.6 Changes of assignment within the school year**

**6.1.9.7 Adequate orientation to policies and school practices**

**6.1.9.8 Extra-duty assignments**

**6.1.9.9 Student transiency and/or learning disparities**

**6.1.9.10 Combination classes and/or excessive class size(s)**

**6.1.9.11 Number of subject preparations**

**6.1.9.12 Limitations on acquisition and maintenance of instructional materials**

**6.1.9.13 Access to District's special services and programs**

**6.1.9.14 Problems related to scheduling**

**6.1.10** If the person being evaluated considers any of the listed working conditions to be substandard, that person may submit a list of items he/she considers to be substandard as an attachment to the evaluation report.

## **6.1.11 Support**

All teachers covered by the Collective Bargaining Agreement will be provided the necessary components for professional teaching including the following: an appropriately furnished workstation, including adequate supplies, including adequate technology, a functioning computer with Internet access, access to an outside phone line, adequate instructional materials for all students using district provided curriculum/materials and/or standards aligned resources, copies of content standards or other documents of expected outcomes, necessary safety equipment, and any other specifically required by the teacher's job.

## **6.2 Responsibility for Evaluation**

**6.2.1** The District shall promote and establish a satisfactory climate for evaluation by encouraging and implementing policies which contribute to high staff morale as well as promoting review and refinement of these policies.

**6.2.2** The superintendent delegates to members of the executive staff the responsibility for reviewing the evaluations of personnel under their jurisdiction and implements orderly procedures by which appellant members may be heard.

**6.2.3** The responsibility for the formal evaluation of bargaining unit members assigned to a specific school or other administrative unit rests with the principal and/or administrator in charge. Such evaluation is to be based upon observation and/or review of the employee's work as

specified in the unit member's specification. Observation is to be spaced over a sufficient period of time for adequate sampling of the employee's performance.

6.2.3.1 Other data which may be included in evaluation shall be mutually agreed to in writing by the evaluatee and the evaluator.

6.2.3.2 The principal or administrator in charge is responsible for the final evaluation of the evaluatee; however, input from department chairpersons, as permitted by their job specifications, is not precluded.

6.2.3.3 All written materials upon which the evaluation is based must be a matter of record and shall be shared with the evaluatee at the final evaluation conference. The evaluator shall not base evaluation of a certificated employee on any information which was not collected through the established process. Hearsay or anonymous statements shall be excluded from written evaluations.

### **6.3 Evaluation Procedures**

6.3.1 Frequency of evaluation: Evaluation of bargaining unit members shall be conducted on a continuing basis, at least once each school year for all personnel classified as probationary or temporary, or at least every other year for all those who have achieved permanent status, unless they have been surplused or have transferred, in which case they may be evaluated in the first year of their new assignment or at least every five (5) years for those certificated employees qualifying for AB 954 as identified below in 6.3.1(a). Permanent personnel whose social security numbers end with an even number are to be evaluated in school years which end in even numbered years; those whose social security numbers end with an odd number are to be evaluated in school years which end in odd numbered years. Personnel reassigned from one classification to another shall be evaluated at least once each school year for the first three (3) years of service in the new classification, and at least every other year thereafter. An employee who has been evaluated and whose summary rating indicates that performance needs improvement or is unacceptable must be evaluated again the following year.

#### **(a) Recognition of Teacher Meeting or Exceeding Standards**

AB 954 allows for the evaluation and assessment of the performance of each certificated employee at least every five (5) years for personnel with permanent status who have been employed at least ten (10) years with the school district, are highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.

Eligibility criteria for AB 954: the teacher is a permanent employee with ten (10) years experience with the district and met or exceeded standards in the previous evaluation. The Highly Qualified Teacher (HQT) criteria will be considered only when applicable to the bargaining unit member's current assignment. There must be agreement between the principal and employee.

The Parties agree that the five (5) year cycle of AB 954 shall be available for teachers scheduled to be evaluated in 2004-2005 and meet the above-cited criteria. Those teachers will not be

evaluated for 2004-2005 if they meet the above-cited criteria and the evaluator and certificated employee agree.

**6.3.1.1** Should an administrator determine that a need exists to evaluate a teacher during a non-designated year, said administrator shall notify the teacher of the proposed evaluation. Such notification shall be in writing stating reason(s) for such decision. However, all provisions of this Article shall apply to the evaluation.

**6.3.2** During the course of the evaluation period, mitigating circumstances may arise which require modification of the process. Such modification shall be determined jointly by the evaluatee and the evaluator. The determination of new evaluation processes shall be arrived at in accordance with this policy.

**6.3.2.1** If the mitigating circumstances consist of a change of the principal or administrator in charge following the pre-evaluation conference, but prior to February 10th, the evaluation process may be completed, at the District's option, by one of the following methods (the methods listed in this provision apply to all certificated staff): (1) the prior evaluator shall complete the process; (2) the new evaluator and the evaluatee shall meet and share all written data compiled by the prior evaluator and reach agreement to continue the evaluation process; or (3) the new evaluator and the evaluatee may, by mutual agreement, commence a new evaluation process by extension of evaluation times subject to section 6.3.3.1. If a principal or administrator in charge is changed following February 10, the evaluation shall be completed by the original evaluator or by a process agreed to by the evaluatee.

### **6.3.3 Evaluation Conferences, Forms, and Channels**

**6.3.3.1** Appropriate assessment techniques and other responsibilities applicable to the evaluation shall be determined by the evaluatee and the evaluator in conference not later than November 1 of each year. In the event illness or other absence of any of the parties involved prevents holding such conference by November 1, the date shall be extended until at least one (1) week following return from such absence. Further, if other unforeseen difficulties arise, the November 1 date may be extended by mutual agreement of the parties. Extensions beyond January 1 are subject to the approval of the superintendent, or his/her designee. The final evaluation may be extended for the same reasons and under the same conditions but not later than May 1.

(a) The parties have agreed to replace the former teacher evaluation (reference number 40-07112) derived from the "Classification Specification for the Teacher," revision date 03-15-73 with the Standards-based Evaluation Instrument and Evaluation Process (reference number PSL-F107).

1. **Option 1:** Used for all teachers in probationary and temporary status on an annual basis and every other year when in permanent status. The evaluation instrument reflects the six (6) areas of the California Standards of the Teaching Profession and utilizes criteria that are observable, measurable, and applicable in all segments, kindergarten through adult education. (Applicable to those teachers formerly evaluated on the "Classroom Teacher" evaluation instrument.)

**Observations for Option 1:** There shall be two (2) formal observations for permanent teachers and three (3) or more for probationary and temporary teachers.

2. **Option 2:** Serves as an alternative assessment for teachers wishing to choose the substance of the evaluation criteria for personal professional growth. The HQT criteria will be considered only when applicable to the bargaining unit member's current assignment. This formative assessment must be focused on student achievement and relate to student learning and instructional strategies.

**Eligibility Criteria for Option 2:** Qualifying teachers must have five (5) years experience teaching in the district and two (2) consecutive formal evaluations with all performance areas marked as Consistent with Performance Standards or Exceeds Performance Standards. If referring to the previously used evaluation instruments (those used prior to the 2004-2005 school year), all performance standards are rated as 1's and 2's.

**Expectations for Option 2:** The teacher will complete a self-selected project that demonstrates professional growth.

3. **Option AB 954:** Allows for the evaluation and assessment of the performance of each certificated employee at least every five (5) years for personnel with permanent status who have been employed at least ten (10) years with the school district, are highly qualified, as defined in 20 U.S.C. Sec. 7801, and whose previous evaluation rated the employee as meeting or exceeding standards if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.

**Eligibility criteria for AB 954:** The teacher is a permanent employee with ten (10) years experience with the district and met or exceeded standards in the previous evaluation. The HQT criteria will be considered only when applicable to the bargaining unit member's current assignment. There must be agreement between the principal and employee.

(b) **Pre-Evaluation Conference Form:** The evaluator and evaluatee will utilize a form developed by the District and SCTA.

6.3.3.2 A certificated employee shall be responsible for all aspects of the educational program for which the employee is reasonably accountable.

6.3.3.3 The use of publishers norms established by standardized tests is inappropriate in the evaluation and/or assessment of certificated employees and shall not be used.

6.3.3.4 If any deficiency of performance is noted during an observation, the evaluator shall within six (6) working days make specific written recommendations to the evaluatee that shall aid the evaluatee in remediating the deficiency. The written recommendations shall become a part of the evaluation data.

6.3.3.5 The certificated employee's evaluator shall assist in correction of any cited deficiencies. Such action shall include specific, objective, written recommendations for improvement as well as assistance in meeting such recommendations.

6.3.3.6 Recommendations for improvement should include the following:

a. Citing those teaching skills and interactional relationships which require improvement.



- b. Prescribing specific practices, techniques, and classroom management skills that will correct the observed problems.

#### **6.4 Evaluation Report Conferences**

6.4.1 Preceding the date for submitting the required evaluation report, the evaluator shall meet with each employee subject to evaluation, in conference, at which time the quality of the employee's work shall be discussed, including specific, job-related suggestions for performance improvement. The evaluation criteria and the formal, written report shall be the basis of the discussion.

6.4.2 A certificated employee shall have the right to initiate written reaction or response to his/her evaluation. Such written response shall become a permanent attachment to the appropriately executed evaluation instrument.

#### **6.5 Evaluation Reports**

6.5.1 Evaluation reports of members of the bargaining unit who are subject to evaluation as specified in this section shall be completed and submitted to the designated reviewing official not later than April 1. For those bargaining unit members referenced in 6.3.3.1 (a) whose performance is less than satisfactory the evaluator shall notify the employee, in writing, of such deficiency, and at the same time describe said inadequacy in detail with written prescription for remediation for teachers not meeting Performance Standards in any area. The evaluator shall assist the evaluatee in implementing the prescribed remediation within a reasonable time period prior to completion and submission of the evaluation report and the recommendation for retention or dismissal.

6.5.2 Except as provided in 6.3.2 and 6.3.3.1, failure to meet the April 1 deadline shall negate the administrator's evaluation of the teacher at that school site.

6.6 District level committees shall be formed on an ad hoc basis to serve as the final authority for resolving disagreements between the evaluator and the evaluatee which may arise over the appropriateness of the evaluation criteria and/or ratings of less than "satisfactory" or, for those teachers referenced in 6.3.3.1 (a), Not Meeting Performance Standards in any area.

6.6.1 The committee shall be composed of two (2) members appointed by the exclusive representative and two (2) appointed by the superintendent or designee. The superintendent will nominate eight (8) members of his/her administrative staff and the Association will choose the chairperson from among the eight (8). The chairperson shall vote only in the event of a tie.

6.6.2 The committee decision shall be in writing and shall set forth reasons for the decision rendered.

6.6.3 At the time of the hearing, the evaluatee and the two members appointed by the exclusive representative shall be released without loss of pay or leave during the necessary proceedings.

#### **6.7 Teacher Improvement Plans**

6.7.1 For those teachers referenced in 6.3.3.1 (a) whose previous summary rating reflects less than a 3, a written plan for improvement shall be developed in concert between the teacher and the evaluator. Such plan should be based on Sections 6.3.3.4, 6.3.3.5, and 6.3.3.6 of this Article.

6.7.2 After a reasonable period of time, but not more than twenty (20) working days after the plan is initiated, the administrator in charge, or administrative designee, shall observe the teacher in various teaching situations. The administrator designee, shall counsel with the evaluatee on observed progress and shall make known in writing to the evaluatee progress observed and improvements still to be achieved.

6.7.3 Release time shall be provided when required by the nature of the program or plan.

6.7.4 When the program incorporates released time or travel for observation of designated teachers at other locations or classes of any kind, such program shall not require costs to the employee unless agreed to by the employee.

6.7.5 When the plan includes peer participation, including the assignment of a mentor teacher by the evaluator, the relationship between the participating teacher and his or her peer shall be confidential. The peer shall not participate in the evaluation of the employee.

6.7.6 For those teachers referenced in 6.3.1(a), if the fourth (4<sup>th</sup>) column from the teacher performance areas is checked, the evaluator must indicate what areas do not meet performance standards. The evaluator and teacher shall develop an improvement plan following the evaluation addressing those areas needing improvement.

## **6.8 Evaluation of Substitute Teachers**

6.8.1 In order to provide competent personnel it is very important that principals evaluate their substitute teachers. A principal, or his designee, is encouraged, but not required to evaluate substitute teachers on as many occasions as possible in order to assess their competency for permanent employment. The evaluation shall consist of a rating, comments, and a recommendation, where applicable, on a written form mutually developed by the District and SCTA. The evaluation shall be initiated by the site administrator except that a substitute may request an evaluation after three (3) days of employment at a school. The evaluation shall be based upon the personal knowledge of the evaluator consisting of personal observation and/or verified input from identified District personnel with direct knowledge. Whenever possible, the evaluator will notify the substitute prior to an observation and/or evaluation.

6.8.2 Substitutes have the right to request an evaluation after three (3) days of employment at a school. A substitute shall be provided a written evaluation notice form no later than the end of the school day during which an evaluation is written, unless the substitute is unavailable. In that instance, the notice shall be provided, or mailed or emailed on the next work day. A substitute may be provided the evaluation on the day it is written, or be sent the written evaluation within ten (10) workdays. The substitute may request a meeting with the evaluator to be held within ten (10) workdays after the receipt of the evaluation. The substitute shall also have the right to present a written response to the evaluation. The written response may be provided to the evaluator at the meeting, or submitted to the Human Resources Office. The response shall be attached to the evaluation and shall be maintained in the personnel file.

6.8.3 Upon request, substitutes have the right to conference with the superintendent or his/her designee regarding their evaluation. During such conferences the substitutes will be provided with written information regarding individual evaluations if they so request. A principal, or his designee, may not request that referrals of a substitute to his school be discontinued unless the reasons for such request have been stated on the evaluation, or otherwise documented pursuant to Article 10 of the Agreement, and the request for non-referral is approved by the Human Resources Director.

6.8.4 A substitute may, at any time, request to schedule a meeting with the Human Resources Director to review his or her personnel file, and/or substitute assignment status. During such conferences, a substitute may request and receive copies of any written information from his or her personnel file at his or her own expense.

6.9 Any performance rating or evaluation of per session personnel who are members of the bargaining unit shall be done with the full knowledge of the evaluatee.

6.10 The evaluator shall be responsible for insuring that all evaluation data, including information and related forms, are handled in such a manner so as to protect their confidentiality.

#### 6.11 Evaluation Forms

Attached and incorporated into this Agreement as Appendix A is an evaluation form incorporating class specifications for each job classification in the bargaining unit agreed to by the parties. OK

a. Attached and incorporated into this Agreement as part of Appendix A is the Standards-based Evaluation Instrument and Evaluation Process (reference number PSL-F107) which the parties have mutually agreed to replace the former teacher evaluation (reference number 40-07112) derived from the "Classification Specification for the Teacher," revision date 03-15-73.

6.11.1 These evaluation forms will be attached only to the two (2) executed copies of the contract.

6.11.2 It is understood by the parties that during the term of this Agreement changes will be made to the substance of these forms only by mutual agreement.

6.11.2.1 The assistant superintendent, Personnel Services Office, or his/her designee shall represent the District during any discussions relative to changes noted in 6.11.2 above.

#### 6.12 Parent Complaints

Complaints which cannot be substantiated, or which are withdrawn prior to substantiation as outlined in Board Policy 1312, or which are not sustained by the grievance procedure shall neither be placed in the unit member's personnel file nor utilized in any evaluation or disciplinary action against the unit member.

6.13 Committee to Consider Revision of the Evaluation Process: Within ninety (90) days of the ratification of this agreement by SCIA members and its approval by the SCUSD school OK

board, the parties will convene a committee with the purpose to revise and update the evaluation tool form. The parties may also consider the development of a meaningful Peer Assistance Review program (contemplated in Appendix H, and based upon research and experience of appropriate, comparable California school districts).

The Committee will consist of representatives selected by the Association and representatives selected by the District. Bargaining unit representatives who serve on the committee shall be compensated at their daily hourly rate of pay for time spent in committee meetings, if the meetings occur outside of their regular work hours. While the committee may be made up of representatives who are relatively the same in number, voting, if necessary, will be by block voting whereby the District has one vote and the Association has one vote. Decisions will be made by mutual agreement. The parties agree to make a good faith effort to reach agreement on the revisions of the evaluation process and related issues, but further agree that if no agreement is reached, and until an agreement is reached, the current contract language shall remain in effect.



ARTICLE 9—Leaves of Absence

9.3.3

**Bereavement Leave**

Four (4) days, or five (5) days if out-of-state travel or travel of 250 miles or more is required, on full pay shall be granted to each member of the bargaining unit, except those employed on an hourly basis, in the event of the death of each and every member of the immediate family. If out-of-state travel or travel in excess of 250 miles is required, the employee shall indicate on the Employee Absence Report form the city and state to which such travel was required.

9.3.3.1

The immediate family is defined to include spouse, domestic partner, children, parents, grandparents, sisters, brothers, parents-in-law, sons-in-law, daughters-in-law, sisters-in-law, brothers-in-law, grandparents-in-law, foster children, step-children, step-parents, step-grandparents, step-grandchildren, adopted children, foster parents, wards, legal guardians, grandchildren, nieces, nephews, aunts, and uncles of the employee or employee's spouse, or any other relative living in the immediate household of the employee, or any person serving in locus parentis.

*Revise Section 9.6.2.1 as follows:*

9.6.2.1 Sick leave, not to exceed nine (9) days per year may, at the employee's election, be used for any of the following reasons of compelling importance. Prior approval shall not be required except to give as much notice as possible to the employee's principal or other administrator in charge so that a substitute may be obtained.

*Add a new subsection, Article 9.6.2.4 to read as follows:*

Employees may use accrued sick leave while on leave under the Family Medical Leave Act, including caring for a family member.

*Add a new section:*

An Employee who misses work due to an assault that occurred in the workplace related to the performance of their duties and who files an industrial accident (workers compensation) incident form with the District shall receive up to three (3) days of paid leave, with no deduction to their current or accumulated sick leave, emergency leave, or personal necessity leave (PN), for purposes of receiving treatment for or recovering from injuries related to the incident.



TA  
4-7-25  
(signature)

## ARTICLE 11 - SAFETY CONDITIONS

11.1 A teacher may use reasonable force, as is necessary, to protect ~~himself/herself~~ themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. [OK]

yes  
RAB  
ehf  
JH

### 11.1.1

The Superintendent or designee will negotiate with the Association to establish a Discipline Matrix Restorative Discipline Guidelines that will serve as a guide to school sites when responding to student behaviors deemed not school appropriate and may lead to suspension and expulsion based on California Ed Code with regard to suspension and expulsion based on California Education Code. The Restorative Discipline Guidelines will be anchored in SCUSD's MTSS Framework, outlining proactive and responsive strategies and actions consistent across all school sites. Upon request of the Association or the District, school sites can mutually refine this matrix the guidelines to explicitly discuss particular school needs or address problem school areas (such as the playground) or times of the day (such as after lunch) but elements in the guidelines the matrix shall be applied equally. [OK]

Schools are strongly encouraged to use non-punitive and alternative means of behavior response correction, such as participation in programs that are restorative and include tiered interventions and other forms of response that focus on keeping students in school and learning. [OK]

The District will provide the resources and support that will be available to all teachers to implement and sustain non-punitive and alternative means of behavior response correction (particularly restorative practices) as described in the preceding paragraph. [OK]

11.2 ~~Administrators~~ The District will assist teachers who have been or are being assaulted while acting in the discharge of their duties. ~~Administrators will assist~~ The District will provide assistance, consistent with District policy and the law, to unit members teachers who report and have been found to ~~have been~~ or are the subject of cyber bullying related to the discharge of their duties. For purposes of this section, cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. [Definition comes from AR 5145.10] [OK]

OK  
(signature)

11.3 In the case of any threat, assault, or attack upon a teacher, the local site administrator shall explain the relevant code sections to the affected teacher and shall assist the teacher in completing the written report of the incident on the appropriate form. The administrator in charge shall notify the police. If a formal complaint is to be made, it is the teacher's responsibility to file such complaint with the proper authorities but the administrator in charge shall lend assistance as requested. Any information in the possession of the District not privileged under the law and relating to the assault will be made available to the teacher upon request.

11.3.1 Upon request the District shall transmit to the Association a report of all such incidents (threat, assault and battery) that have been recorded. In recognition of the District's workload, such requests shall be limited to one (1) per school year. The Association shall pay for all relevant costs of compiling and producing the report.

11.4 Teachers shall not be required to work under unsafe or hazardous conditions, or to perform tasks which endanger their health, safety or well-being. The District will make every reasonable effort



to promptly investigate all reports of hazardous or unsafe conditions brought to its attention and ~~work~~ will make every reasonable effort to remedy the unsafe or hazardous condition in a timely manner, consistent with the District's Workplace Violence Prevention Plan.[OK]

11.4.1 Teachers will be provided a means of directly communicating a need for assistance to the principal or designated person in charge in the case of any emergency when a potential for physical harm is evident or immediate assistance is required.

11.4.2 Teachers shall be provided lighting and security at night functions which are approved school activities.

11.5 A teacher may suspend, for the day of the suspension and the day following, any pupil from ~~his/her~~ their class for any of the acts enumerated in the Education Code. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action. If that action required the continued presence of the pupil at the school site, the pupil shall be under the appropriate administrative supervision. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. The pupil shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

11.5.1 A pupil suspended from a class shall not be placed in another regular class during the period of suspension without the permission of the receiving teacher. However, if the pupil is assigned to more than one class per day, this section shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

11.5.2 The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignment and tests missed during the suspension.

11.6 The District will provide information to members of the bargaining unit to make them aware of the provisions of the Education Code which provides for exclusion of any student.

11.7 The Board shall reimburse employees for any damage or destruction of clothing or other items of personal property brought in and removed each day while on duty in the school, on the school premises, or at a school-sponsored activity as per District policy.

11.8 The District shall provide written current procedures for control of loiterers and unauthorized persons on or adjacent to school sites to every member of the bargaining unit and copies shall be posted in prominent locations on the school site.

11.9 In the interest and protection of students and teachers, the Board shall commit the school District to cooperate closely with all law enforcement agencies in matters of mutual concern.

11.10 Whenever information comes to the principal's attention which clearly identifies a student with a history of behavior which has been of concern to the safety of others, and which information is not privileged under the law, the principal shall inform the teacher(s) to whom the student is assigned as soon as reasonably possible.

11.11 For the protection of students and staff, each teacher shall be provided with a copy of the on-site emergency and disaster plan which has been developed for the school to which he/she is assigned.

MB

**11.12** A collection of the pertinent discipline codes delineating the rights and duties of all teachers with respect to student discipline shall be presented to each teacher and made available to each parent annually.

**11.13** Teachers who are required to supervise students in activities other than the classroom and without the presence of an administrator will have the authority and responsibility to enforce state laws, District policy, school discipline code, and building rules.

**11.13.1** Each building principal shall establish a chain of command to supervise in his/her absence.

**11.14** Except in an emergency at least two (2) adults will be on duty at each Children's Center at all times, unless the affected teacher, in conference with the site supervisor, agrees to schedule aide time in another manner.

**11.14.1** Each Children's Center Supervisor shall provide and post his/her weekly work schedule at each site under his/her supervision prior to effective date.

**11.14.2** An adequate safe shall be provided at each Children's Center for the secure storage of money.

**11.15** School principals shall make every effort to provide secured storage space for employees' personal property brought in and removed every day (e.g., clothing, watches, eyeglasses, etc.).

**11.16** Adequate and safe transportation for authorized field trips shall be provided as available and necessary at every school.

**11.17** A teacher who participates in a student-parent conference that gives formal notice of proficiency test deficiencies shall be held harmless by the District in any litigation by a parent or student.



District-Proposal to SCTA  
Successor Contract Negotiations  
June 27, 2025

Article 12 – Compensation:

- a. Salaries
  - i. Effective July 1, 2025, the current salaries and salary schedules shall be increased by 2.0% across-the-board, based on a K-12 and Pre-school standard 181 Days, 3 Professional Development Days, and 8 SBE Waiver Days. The 2.0% will be added to the other SCTA salary schedules as well.
  - ii. Effective July 1, 2026, the current (2025-2026) salaries and salary schedules shall be increased by 2% across-the-board, based on a K-12 and Pre-school Teachers' standard salary schedule of 181 Days and 3 Professional Development Days.
- b. Bilingual compensation: Professional educators who have bilingual or multilingual ability and hold a current BCLAD and are in an assignment requiring a BCLAD will receive a \$1,500 annual stipend.
- c. Speech Language Pathologists: The District will create a new salary schedule for Speech Language Pathologists that is 6% higher than the Salary Schedule for Special Education educators.
- d. For Speech Language Pathologists, School Nurses, Social Workers, and School Psychologists, the District will accept full years of service based on previous experience in the appropriate classification in:
  - i. Schools;
  - ii. Hospital settings;
  - iii. Non-public placements;
  - iv. Private practice
  - v. Community mental health
- e. The District will create new salary schedules reflective of the number of workdays for:
  - i. School nurses;
  - ii. Librarians;
  - iii. Counselors.

[Negotiations note – The District will send a correspondence to affected Waldorf sites noting that the District will cover the cost of the “grade-level upping” or functional equivalent that takes place during the summer as teachers transition from one grade level to the other.]

[Negotiations note--Those who agree to and are assigned to support SLP Clinical Fellows will be integrated within the New Teacher Support Department and the related MOU and a stipend

provided to those support providers consistent with that MOU, the amount which is approximately \$2,100]

Calendar: The District will implement a mid-August start and end of May end of the school year with a first semester that ends at winter break, beginning in 2026-27 school year, if all of the following conditions are satisfied;

- a. The District holds community forum at each of the comprehensive high schools to discuss the proposed change;
- b. The District does a survey of District students, staff and parents to determine support for the proposed calendar change;
- c. The District meets with the Student Advisory Council to discuss the proposed calendar change.
- d. If, after having conducted the outreach provided for above, the School Board determines that there is sufficient support, and votes by a majority at school board meeting to approve such a change.
- e. If approved by the Governing Board, the announcement to make a change to the calendar is announced by the District no later than December 15, 2025.

## **ARTICLE 17 - CLASS SIZE**

17. a The District's goal is that all class size maximums will be met by the end of the first week of school with students in order to enhance the educational process. Schools unable to meet maximums by this time are not subject to any grievances. School administrators must communicate the reason(s) to their supervisors for inability to meet maximums.

The parties may agree to discuss other issues.

### **17.1 Elementary Class Size Limitations**

- 17.1.1 At the kindergarten level, the maximum class size shall not exceed twenty-four (24) students per teacher so long as LCFF Class Size Grade Span Adjustment (GSA) funds are in effect. If LCFF Class Size Grade Span Adjustment (GSA) funds are not continued, the class size maximum shall not exceed twenty-nine (29). TK class size maximums and staffing will comply with Ed Code. Beginning in the 2025-26 school year, the adult-to-student ratio in TK shall be consistent with the requirements of Education Code section 48900 (g) (1).
- 17.1.2 At grades 1- 3, the maximum class size shall not exceed twenty-four (24) students per teacher, so long as LCFF Class Size Grade Span Adjustment (GSA) funds are in effect. If LCFF Class Size Grade Span Adjustment (GSA) funds are not continued, the class size maximum shall not exceed twenty-eight (28).
- 17.1.3 At grades 4-6, the maximum class size shall not exceed 30 students per teacher.
- 17.1.4 Instrumental music teachers will not be included in determining the staffing ratio in the elementary school.
- 17.1.5 The maximums established in Section 17.1 of this Article may be exceeded by mutual agreement between the site administrator and the affected teacher.
- 17.1.6 The District shall have 15 school days at the beginning of each school year to adjust classes to meet the maximums established in 17.1.1 through 17.1.3. Thereafter, maximums in any class may be exceeded by no more than three (3) students and only for a cumulative total of five (5) school days during any school year as required to meet student needs, except in those classrooms where the mandates set forth by the state do not allow for larger class sizes. In those instances where a class size exceeds the maximum, certificated staff shall be paid ninety dollars (\$90) per day for every day the class exceeds the maximum.
- 17.1.7 When two or more classes of the same grade level(s) are housed at the same school site, the enrollment difference between the smallest and largest classes shall not exceed three (3) except by mutual agreement of the site administrator and the teachers involved.
- ### **17.2 Special Subject Teachers**
- 17.2.1 Special subject teachers shall provide release preparation time for no more than seventeen (17) qualifying teachers per week excluding him or herself. Qualifying



teachers means grades 1 through 6 classroom teachers, including special day class teachers (which shall include aide support).

- 17.2.2 The maximum teacher load for special subject teachers shall not exceed 190 students per day.

**17.3 Secondary Class Staffing Formula**

**17.3.1 7th and 8th Grades**

One (1) teacher per ~~thirty-one (31)~~ thirty (30) students enrolled; which shall be computed on third-month projected enrollment. One (1) teacher shall be added for all fractional remainders over 0.50.

**17.3.2 9th, 10th, 11th, and 12th Grades**

One (1) teacher per thirty (30) ~~two (32)~~ students enrolled; which shall be computed on third-month projected enrollment. One (1) teacher shall be added for all fractional remainders over 0.50.

**17.4 Secondary Class Size Limitations (Overages)**

- 17.4.1 The District shall have 15 school days at the beginning of each school year to adjust classes to meet the maximums established in 17.4.1 through 17.4.8. Thereafter, maximums in any class may be exceeded by no more than three (3) students and only for a cumulative total of ten (10) school days during any school year as required to meet student needs, except in those classrooms where the mandates set forth by the state do not allow for larger class sizes. In those instances where a class size exceeds the maximum, certificated staff shall be paid ninety dollars (\$90) per day for every day the class exceeds the maximum.

- 17.4.2 When two (2) or more sections of classes having the same course content are scheduled to meet during the same period, the enrollment difference between the smallest and the largest classes will not exceed three (3) except by a mutual agreement of the site administrator and the teacher(s) with a class(es) having an enrollment difference in excess of three (3).

- 17.4.3 Effective beginning the 2025-26 school year, maximum class size in the areas of English, social studies, mathematics and science shall be thirty-two (32) students per period.

- 17.4.4 Maximum class size for proficiency and developmental classes shall be twenty (20) students per period. Staff allocation for proficiency classes shall be computed separately from the ratios shown in Sections 17.2.1 and 17.2.2 of this Article.

- 17.4.5 Class size maximums and/or maximum pupil loads shall be proportionate for teachers assigned to subject areas with and without maximums and/or with differing maximums.

- 17.4.6 The maximum teacher load in the secondary schools shall be limited to 170 pupil contacts per day. Exceptions to this maximum are permissible with mutual agreement between the teacher and principal.



17.4.6.1 The District shall have 15 school days at the beginning of each school year to adjust student loads to ensure that the maximum student load for physical education and music teachers will be 220. Class sizes for physical education teachers in middle and high schools will be based on a proportional level of 44 as maximum per period. Physical education teachers with fewer than five (5) periods will have the maximum student load total (220) reduced by the proportional level. (Example:  $44 \times 5 = 220$ . If teacher has only four (4) classes the total student load would be  $44 \times 4 = 176$ ). The parties agree that the actual number of students in any particular class may fluctuate slightly but that no single class will have more than forty-eight (48) students with the single exception of pre-designated PE Athletic classes only during sixth period (and if absolutely necessary, fifth period) at High Schools which may have no more than fifty-five (55) students.

17.4.7 The maximum site class size ratio for secondary ELD I, II, courses as well as ELD content-area courses shall be 20:1 and ELD III courses shall be 27:1. The District will share ELD class size information with SCTA.

17.4.8 The student/counselor\* workload will be one (1) full-time counselor for each 375 students enrolled, based on projected third month enrollment. Additional counseling service shall be provided on the basis of one (1) counseling hour for each sixty (60) students in excess of the 375/1 ratio, based on projected third month enrollment. No more than fifty-nine (59) additional students shall be assigned to the total counseling staff at a school before additional counseling hours are provided, except by mutual agreement between the site administrator and the counselor(s). At school sites with more than 1 counselor, the assigned student to counselor ratio will not exceed a difference of 5 students between counselors, except by a mutual agreement between the site administrator and the counselor.

The student/counselor\* workload in continuation high schools, independent study school (Capital City), Accelerated Academy and the opportunity school will be one (1) full-time counselor for each 150 students enrolled, based upon the third-month projected enrollment.

After the grace period, in those instances where a counselor workload still exceeds the maximum, certificated staff shall be paid ninety dollars (\$90) per day for every day the workload exceeds the maximum.

17.5 In addition to the foregoing limitations, students shall not be regularly placed in a classroom in larger numbers than the capacity of the teaching facilities or basic work stations available where a student normally spends the majority of the class time performing the operational functions necessary to meet performance objectives and goals of the course.

**17.6 Special Education Class/Caseload Size Maximums**

17.6.1 Based on each students' IEP, the District will provide a continuum of services for students receiving special education services that will meet the educational requirements of students with disabilities while providing those services in the Least Restrictive Environment in accordance with state and federal law. The class size maximums for special education shall be as specified by state and federal law requirements, except for the following limitations agreed upon by the

parties. Students with disabilities will be provided with appropriate supports as informed by students' IEPs and as outlined below:

- a. The maximum case load for each Special Day Class (SDC) Mild/Moderate teacher at the elementary level shall be 15.
- b. The maximum case load for each SDC/Mild/Moderate teacher at the secondary level shall be 16.
- c. The maximum case load for each SDC/Moderate/Severe teacher at the elementary and secondary level shall be 13.
- d. Elementary SDC teachers shall be limited to teaching a maximum of three grade levels.
- e. Adjustments to maximums set forth above at the elementary and secondary level must be made at the beginning of each school year within 15 school days.
- f. Resource Specialist adult/student ratios shall be consistent with Education Code section 56362 (currently a maximum of twenty-eight students for every resource specialist).
- g. The maximum case load for teachers participating at John Morse Therapeutic Center in all grades shall be 10 to 1.
- h. For teachers/providers with "pending" initial status student assessments (attached plans on SEIS), these pending cases will be considered to be part of the teacher/providers' caseloads for purposes of this article. If eligibility is not found, the student will be removed from his/her caseload the day of the IEP non qualification.
- i. The maximum class size for RSP and SDC teachers shall not exceed their caseload maximums.
- j. Co-teaching among special education and general education teachers will occur with the agreement of the assigned teachers. No special education teacher will be assigned to co-teach with more than two general education teachers. No general education teacher will co-teach with more than one special education teacher. The method of co-teaching shall be determined by the co-teachers.
- k. The maximum case load for teachers participating in Co-Teaching (equal partnership of special education and general education teachers) Inclusive Practices (combination of RSP and SDC students) at the elementary and secondary level shall be 25. Each co-taught class will have a maximum student enrollment of 1/3 students with IEPs; remaining 2/3 students without IEPs.

- l. General education classes will have a maximum student enrollment of 1/3 students with IEPs; remaining 2/3 students without IEPs (maximums excludes students with speech and language only IEPs). However, this provision shall not prevent any student from being placed in the least restrictive environment, and if that requires exceeded the above-referenced maximums, it will be treated like a class size overage for compensation purposes.
- m. The timeline for adjustments to maximums in special education classes shall be the same as for general education classes.
- n. Case loads above the maximum during these "grace" periods set forth above are not violations of this Agreement and no penalty shall be imposed on the District for exceeding the maximums during these periods.
- o. In the event that the District assigns a case load above the applicable maximum outside of the "grace" periods set forth above, the District shall compensate the teacher involved at the rate of ninety dollars (\$90) per day. The District shall not exceed the maximum outside of the unfunded "grace" periods for more than thirty (30) school days. Under no circumstances shall there be more than five (5) students over the maximum.
- p. Specialized Health Care: Specialized health care (e.g., catheterizations, gavage feeding suctioning) should be provided by qualified designated personnel as defined in the Education Code and recommended by the credentialed school nurse. Certificated instructional staff shall not be required to perform these services.

When licensed medical personnel are not available, special education students unable to self-administer their medication shall have their medication, except for certain medications such as insulin, administered by qualified designated personnel, as defined by Ed Code, trained and supervised by a credentialed school nurse.

- q. All special education teachers shall be given ~~two (2) release days for planning, preparing and developing IEPs in 2023-24 and~~ three (3) release days per school year for planning, preparing, developing, implementing, and monitoring IEPs. in 2024-25.

#### 17.6.2.1 Aide Support

- a. SDC Mild/Moderate classes shall have two six (6) hour aides.



- b. SDC Moderate/Severe classes shall have two six (6) hour aides.
- c. School site RSP teachers will be assigned an instructional aide for the duration of their instructional assignment.
- d. Classroom teachers who have an aide assigned to assist with students of special needs students shall direct those aides, consistent with a student's IEP.

17.6.2.2 Teachers in a Co-Teaching or Inclusive Practices assignment shall participate in 14 hours of district-sponsored professional learning and will be provided release time or compensated at their contracted hourly rate.

17.6.2.3 Teachers shall participate in IEP meetings in accordance with requirements set forth in IDEA [CFR 300.321 Individualized Education Plan (IEP Team)]. Site administrators will provide release time during the school contract day or compensate teachers at their contracted hourly rate for IEPs held before or after the contract day.

## 17.7 ESOL and Basic Education Class Size Limitations

17.7.1 Whenever the attendance in any given ESOL or basic education class reaches thirty-five (35) students for five (5) consecutive days after the fourth week in any given quarter or semester, the site administrator will reduce the size of such class to twenty-five (25) by one of the following methods whenever possible:

- a. Move the excess students to another class.
- b. Hire additional personnel.

## 17.8 School Nurses\*

17.8.1 ~~The District shall maintain the present level of health services at a minimum of thirty-five (35) positions. In addition, the District shall provide thirteen school nurses to provide direct care.~~ For the 2025-26 and 2026-27 school years only the District shall staff school nurses according to the following:

- a. Two (2) Lead School Nurses
- b. Two (2) School Nurses on the Vision and Hearing Team
- c. Five (5) School Nurses on the Preschool Special Education Team
- d. One (1) School Nurse on the Early Learning and Care Team
- e. Four (4) School Nurses on the Direct Care Diabetes Team
- f. In addition, the district will calculate the total district wide staffing allocation per the following based on the annual enrollment projection received by the District's demographer:



- at MTSS school sites consistent with the MTSS agreement
- at all other non MTSS school sites one per seven-hundred fifty (750) students

Assignments will be made per 17.8.1.h below

g. For the 2027-2028 school year and thereafter, the District will maintain:

a. Two (2) Lead School Nurses

b. One (1) School Nurse on the Early Learning and Care Team

c. In addition, the district will calculate the total districtwide staffing allocation for school nurses throughout the District consistent with staffing ratios at MTSS school sites based on the annual enrollment projection received by the district's demographer.

h. After the staffing allocation discussed above has been determined, staffing assignments will occur using the nursing staff acuity index jointly developed by SCTA and the District and which takes into consideration the following factors: enrollment, unduplicated pupil population, care plans/case management, SDC classes, number of students with IEPs, direct care needs, and per site factor (e.g. travel, distance).

17.8.2 For the 2027-28 school year and thereafter, staffing assignments from the total districtwide allocation in 17.8.1.c will include: schools, Vision and Hearing Team (minimum of two (2)), Preschool School Special Education Team (minimum of three (3)), and Direct Care Diabetes Team (minimum of four (4)). Every effort will be made to identify personnel assignments for bargaining unit members by May 15 for the following year. The parties agree that it is helpful to the budget development process for FTE assignments to be identified by November 30.

In recognition of the district's dependent charter schools as their own LEAs, and consistent with current practice, staffing for nurses at each of the district charter schools' is separate from the districtwide allocation and should reflect parity with the calculations as stated above for the district. A charter school that is an MTSS site in 2025-26 and/or 2026-27 shall each determine total nurse FTE consistent with the MTSS agreement based on the enrollment estimate provided by the dependent charter and confirmed during budget development annually. A charter school that is not an MTSS site in 2025-26 and/or 2026-27 shall each determine total nurse FTE based on a calculation of one per seven-hundred fifty (750) students based on the enrollment estimate provided by the dependent charter and confirmed during budget development annually. For the 2027-28 school year and thereafter, all dependent charter schools shall each determine nurse FTE consistent with the MTSS agreement.

17.8.3 Additional nursing time may be purchased by special projects and other categorical programs.

17.9 ~~Language, Speech and Hearing Specialists~~ Speech Language Pathologist

The term Language, Speech and Hearing Specialist (LSHS) is interchangeable with Speech Language Pathologist (SLP). SLP is the term used in California Ed Code; for the CA Licensing Board and the California Speech Hearing Association.



- 17.9.1 ~~Language, Speech and Hearing Specialists (LSHS)~~ Speech Language Pathologist (SLP) caseload: Elementary or Secondary: caseload is 55 students (inclusive of a maximum of five [5] speech improvement students).
- 17.9.1.1 ~~Language, Speech and Hearing Specialists (LSHS)~~ Speech Language Pathologist (SLP) ~~caseload~~: Preschool only (3-5 years) ÷ caseload is 40 students (inclusive of a maximum of five [5] speech improvement students).
- 17.9.1.2 Speech Language Pathologist (SLP) School-age and Preschool ~~caseload~~: the caseload shall be reduced proportionally (pre-school students are weighted at 1.375) to reflect the number of preschoolers assigned to Language, Speech and Hearing Specialists. [provides further clarification of 17.9.1 and 17.9.1.1] [ok]
- 17.9.2 Sections 17.1.6 and 17.1.7 of this Article are understood to apply to the implementation of the above student/ speech and language specialist ratio. The District shall have 15 days at the beginning of each school year to adjust classes to meet the maximums established in 17.9.1 through 17.9.2.

Section 17.6.1(o) of this Article applies to student/speech language specialist ratio. In those instances where the District assigns a case load that exceeds the maximum (outside of the grace period set forth above in the preceding paragraph, certificated staff shall be paid ninety dollars (\$90) per day for every day the case load exceeds the maximum.

The District will make every effort to avoid exceeding the maximums

**17.10 Vocational Specialists**

- 17.10.1 The case load for vocational specialists will be 125 students to one (1) specialist calculated on the ten-month average enrollment.

**17.11 Child Development Non-management Certificated Personnel**

- 17.11.1 Children's Development adult/student ratios shall be based upon ratios established by federal and state requirements.

**17.12 Librarians**

- 17.12.1 For the secondary school sites, no fewer than one (1.0) FTE librarian position shall be assigned to each school site, except opportunity schools. For K-8 schools, no fewer than .5 FTE librarian position shall be assigned to each K-8 school site, except that Rosa Parks K-8 will receive a 1.0 FTE librarian.

**17.14 Program Specialist**

- 17.14.1 There shall be one Program Specialist for each 600 special education students or fraction thereof. Each Program Specialist will have a caseload of no more than 600 students.

**17.15 Psychologists**



- 17.15.1 ~~There shall be one Psychologist for every seven hundred fifty (750) students or fraction thereof.~~ For the 2025-26 and 2026-27 school years only, the District shall staff school psychologists according to the following:
- One (1) at John Morse Therapeutic Center
  - Four (4) Pre-School Special Education/Assessment Team
  - In addition, the district will calculate the total district wide staffing allocation for Psychologists per the following based on the annual enrollment projection received by the district's demographer:
    - At MTSS school sites one per five hundred (500)
    - At all other non MTSS school sites one per seven-hundred fifty (750) students
    - Assignments will be made per 17.15.2b below. No Psychologist will be assigned to more than two (2) separate school sites.

- 17.15.2 For the 2027-28 school year and thereafter, the District shall staff Psychologists according to the following:

- One (1) at John Morse Therapeutic Center
- In addition, the District will calculate the total district-wide staffing allocation for school Psychologists one per five hundred students based on the annual enrollment projection received by the district's demographer. The District will meet with a committee of SCTA-represented psychologists to work out a process for staff assignments taking into account student and school-site need which takes into consideration the following factors: enrollment, unduplicated pupil population, SDC classes, number of students with IEPs, and per site factor (e.g. travel, distance). Staffing assignments from the total districtwide allocation will include: schools and Preschool Assessment Team (minimum of three (3)). Every effort will be made to identify personnel assignments for bargaining unit members by May 15 for the following year. The parties agree that it is helpful to the budget development process for FTE assignments to be identified by November 30.

In recognition of the district's agreement and consistent with current practice for dependent charter schools to provide Special Education services to students enrolled at dependent charter schools, the district will include the dependent charter schools' enrollment estimate (provided by the dependent charter school and confirmed at budget development annually) into the calculation of total districtwide FTE for Psychologists. Assignments for Psychologists from the total districtwide pool will include dependent charter schools per the language above. In the event that dependent charter schools initiate a different agreement for Special Education services, the parties will renegotiate this implementation language.

17.16 **Community Schools Training Specialist:**

Each SCUSD Community School shall have a Community Schools Training Specialist, who shall be a member of that school's Community Schools Implementation Team, consistent with the Community Schools MOU.

17.17 **School Social Workers**



17.17.1 In accordance with Education Code, services to students will be provided by certificated staff.

17.17.2 For the 2025-26 and 2026-27 school years only, the District shall staff school workers according the following:

- a. The ERMHS social workers/clinicians
- b. Two (2) social workers at the Homeless Center
- c. One (1) social worker at the LGBTQ Center
- d. Two (2) clinicians assigned to Early and Care

17.17.3 In addition to the positions set forth in 17.17 (a)(b)(c) and (d) above, the District will calculate the total districtwide staffing allocation for school social workers based on the annual enrollment projection received by the district's demographer

- For MTSS sites consistent with the MTSS agreement,
- For all other non MTSS school sites 1 to 750
- Assignments will be made per section 17.17.5 below

17.17.4 For the 2027-28 school year and thereafter, in addition to

- a. The ERMHS social workers/clinicians
- b. Two (2) clinicians assigned to Early and Care

The District will calculate the total districtwide staffing allocation for school social workers at the ratio for MTSS schools as set forth in the MTSS agreement based on the annual enrollment projection received by the district's demographer. The staffing allocation shall determine the minimum certificated social worker staff throughout the District excluding the ERMHS social workers/clinicians, and Early Learning Care positions, with the understanding that the actual social worker may vary to some extent based on student and school site needs per the assignment process described in 17.17.5 below. Staffing assignments from the total districtwide allocation will include: schools, Homeless Center (minimum of two (2)), and LGBTQ Center (minimum of one (1)).

17.17.5 After the staffing allocation has been determined, staffing assignments will occur by May 15 for the following school year. The District will meet with a committee of SCTA-represented school social workers to work out a process for staff assignments allocation taking into account student and school-site need which takes into consideration the following factors: enrollment, unduplicated pupil population, number of students with IEPs, and per site factor (e.g. travel, distance). Every effort will be made to identify personnel assignments for bargaining unit members by May 15 for the following year. The parties agree that it is helpful to



SCUSD Proposal to SCTA  
June 27, 2025

the budget development process for FTE assignments to be identified by November 30.

In recognition of the district's dependent charter schools as their own LEAs, and consistent with current practice, staffing for social workers at each of the district charter schools' is separate from the districtwide allocation and should reflect parity with the calculations as stated above for the district. A charter school that is an MTSS site in 2025-26 and/or 2026-27 shall each determine total social worker FTE consistent with the MTSS agreement based on the enrollment estimate provided by the dependent charter and confirmed during budget development annually. A charter school that is not an MTSS site in 2025-26 and/or 2026-27 shall each determine total social worker FTE based on a calculation of one per seven-hundred fifty (750) students based on the enrollment estimate provided by the dependent charter and confirmed during budget development annually. For the 2027-28 school year and thereafter, all dependent charter schools shall each determine social worker FTE consistent with the MTSS agreement.

In the event that assignments change from one year to the next, the parties will engage in good faith to effectuate the assignment change through a process that gives priority to seniority if changes are necessary.

It is understood that to avoid subcontracting of SCTA bargaining unit, and the integrity of the SCTA bargaining unit, the staffing formulas set forth a minimum, rather than a maximum.

Where school sites are designated Community Schools, the staffing in this section is in addition to any additional staff established through the Community Schools processes.

Additionally, this agreement does not preclude any school site from adding additional social worker hours.



June 3, 2025

SCA Center 6-3-25

SCUSD Counter Proposal to SCA

ARTICLE 19 - DISTRICT RIGHTS

- 19.1 The Board on its own behalf, and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and constitutions of the United States and the State of California, including but without limiting the generality of the foregoing, the rights:
- 19.1.1 To determine and administer policy.
- 19.1.2 Subject to the provisions of the law, to hire all employees, to determine their qualifications and the conditions for their continued employment, or their dismissal, demotion, or promotion.
- 19.1.3 To delegate to the superintendent and other legally appointed officers, the operation of the schools, the executive management and administrative control of the school system, its properties and facilities, including, but not limited to, innovative and experimental exploration in the field of education, experimental and innovative uses of District facilities and experimental and pilot investigation of new educational programs.
- 19.2 The exercise of the foregoing powers, rights, authority, duties and responsibilities, by the Board, the adoption of policies, rules and regulations, and practice in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited.
- 19.3 The District agrees that it will not subcontract out SCA bargaining unit work without prior notice to and the written agreement of SCA. In the event of an emergency, an agreement to subcontract will not be unreasonably denied. "Emergency" for purposes of this paragraph would include a circumstance where the District has posted a position for a reasonable period of time in an effort to provide legally mandated services to students, but has been unable to fill the position. If a position is subcontracted, bargaining unit employees will not be required to cover the duties of the position that has been subcontracted in addition to their own regular duties, except in the case of emergency.
- 19.4 Advanced Technology, including but not limited to Artificial Intelligence (AI) shall not be used to replace bargaining unit positions or to perform bargaining unit work regularly or exclusively performed by bargaining unit members without the expressed written agreement of SCA consistent with the requirements under the law.

SCTA Proposed 19.4—District rejects SCTA proposed language.

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District Proposal to SCTA on May 20, 2025 related to Pre-Service Professional Learning Days

1. For the 2025-2026 school year, three (3) Pre-service Professional Learning days will be added to the SCTA unit members' work calendars for all unit members and will be scheduled for three days prior to the first day of school (August 13, 14, and 15, 2025). The New Teacher Orientation under Article 5 of the CBA will be held on August 12, 2025, in addition to the three Professional Learning Days.
2. Pre-Service Professional Learning days for the 2025-2026 school year for schools with unique start dates (New Joseph Bonnheim Community Charter School, New Technology High School, Charles A. Jones Career and Education Center, and A. Warren McClaskey) and for employees with a work calendar that starts before the traditional teacher work calendar, those calendars will be determined by the District and SCTA on or before June 13, 2025.
3. The three (3) Pre-Service Professional Learning days for the 2025-2026 school year will be added to unit members' compensation and the SCTA salary schedules, reflecting an extension to the unit members' assigned base calendar of three (3) days.
4. The three (3) Pre-Service Professional Learning days for the 2025-2026 school year will consist of the following, the specific agendas will be agreed upon by the District and SCTA on or before June 13:
  - a. Day 1: Professional Learning Related to Inclusive Learning and Restorative Practices
  - b. Day 2: School Site Collaboration and Prep
  - c. Day 3: Mandated Trainings



SCUSD Counter Proposal to SCTA – June 3, 2025

**Design and Implementation of MTSS**

SCUSD and SCTA remain committed to the design and implementation of Multi-tiered System of Support (MTSS) in SCUSD. The parties have agreed upon a common set of definitions, which are attached as Appendix A. For the purposes of this MOU, MTSS is defined as a comprehensive, systemic approach to teaching and learning delivered in inclusive, culturally sustaining learning environments, this tiered model of instruction and support ensures the academic, behavioral, and social-emotional success of all students.

The parties hereby agree as follows:

**A. Design**

1. Continuation of the Design Team: SCUSD and SCTA have created a joint MTSS Design Team. The District shall choose its Design Team participants; SCTA shall choose its Design Team participants. The parties may add a mutually-agreed upon facilitator or other participant to help guide and advise the work of the Design Team. Recommendations from the Design Team shall be made by consensus between the parties.
2. If the meetings occur during the regular workday of SCTA participants, up to fifteen (15) SCTA members of the Design Team shall be released from their work duties in order to participate in Design Team meetings. If the meetings occur outside of the regular workday of SCTA participants, up to fifteen (15) SCTA Design Team members will be compensated at their regular hourly rate of pay for time spent in Design Team meetings.
3. The Recommendations of the Design Team shall be advisory and non-binding unless said recommendations are agreed-upon in writing and referred to the negotiation team(s) for bargaining as specified in Subsection C, below.

**B. 25-26 Proof of Concept Implementation:** Because of the complexity around the design and implementation of MTSS, the parties recognize that recommendations from the Design Team may occur in phases. Consistent with the phased-in approach to implementation, the parties further agree to the following:

1. 10 Proof-of-Concept Elementary Sites: The parties agree to an initial MTSS implementation at 10 elementary school proof-of-concept mutually agreed to by the parties, commencing with the 2025-26 school year. (See attached, Appendix D.)
2. Each mutually-selected 2025-26 MTSS proof-of-concept elementary school site shall be staffed with the following positions. For positions that are based on ratio, each staffing ratio is calculated based upon the total enrollment of all proof of concept sites (based on the 2025-2026 Projected Student Enrollment Report, See attached Appendix E) and then assigned based on need through a mutual process between practitioners and department administrators according to student need.
  - a. MTSS Specialist
  - b. Reading Intervention Teacher (s) [per the November 3, 2024 SCTA-SCUSD MOU]
  - c. School Psychologist 1/500
  - d. School Social Worker 1/500



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e. School Nurse 1/500

Per the MTSS Position Description, MTSS Specialists will report to the Curriculum & Instruction Department in collaboration with site administration, with one FTE posted, hired, and assigned to each Proof of Concept site for the 25-26 school year.

If a school site has funded additional staff time among reading intervention teachers, school psychologists, school social workers, or school nurses, the staffing ratios set forth above will be in addition to the site funded allocation.

At school sites where the staffing allocation for school psychologists, school social workers, or school nurses is between .6 FTE and 1.0 FTE, staff may be assigned to an additional non-MTSS school site in increments of .2 FTE, providing their total staffing assignment does not exceed 1.0.

The SCTA representatives on the hiring committee for the MTSS Specialists shall be determined by the SCTA representatives at the school site.

The initial posting will follow the Priority Period as set forth in Article 8.5.1 through Article 8.5.1.10 of the Collective Bargaining Agreement. After the initial posting/placement, vacancies that remain will be according to the timelines set forth in the Collective Bargaining Agreement.

3. Behavioral Intervention Specialists: The parties will continue to negotiate over the assignment of behavioral intervention specialists in the context of MTSS.
4. Language Speech Hearing Specialists: The parties will continue to negotiate over the language speech hearing specialists in the context of MTSS and the District's effort to recruit and retain specialists.
5. Space: Each of the selected school sites will provide staff with the appropriate and, where necessary, confidential work space to provide services to students.
6. Teaming Structures: The parties have agreed to implement common Teaming Structures. Each proof-of-concept elementary school site will create the following school-site based teams, with SCTA representatives selected by SCTA:
  - a. Site MTSS Leadership Team: The team will consist of the principal or designee, the MTSS Specialist, School Psychologist, School Social Worker, Reading Intervention Teacher(s), and at least one TK/K general education teacher, one primary general education teacher, one intermediate general education teacher, and one Special Education teacher. The MTSS Leadership Team will meet during or after school twice per month for two hours (a total of four hours) with the day and time determined by mutual agreement.
  - b. Tier 1 Grade Level/Content Teams: Grade level, grade band, or content specific staff will participate in their corresponding Tier 1 Grade Level or Content Team meetings. The Tier 1 Grade Level/Content Teams will meet the

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second and fourth Thursday of the month during Thursday Collaborative Time to collaboratively plan, monitor and evaluate Tier 1 instruction, consistent with the agreed-upon guidelines related to Collaborative Time.

- c. Tier 2 Team: The team will consist of the principal or designee, the MTSS Specialist, School Psychologist, School Social Worker, Reading Intervention Teacher (s) and, by mutual agreement, pertinent staff as it relates to the group of students and targeted skill being addressed. The Tier 2 Team will meet at least twice during the month during or after the school day, as mutually agreed upon by the Tier 2 Team.
- d. Tier 3 Team: The team will consist of the principal or designee, the MTSS Specialist, School Psychologist, School Social Worker, and at least one of the student's General Education teachers, as well as a Family Representative, and by mutual agreement, pertinent staff as it relates to the group of students and targeted skill being addressed. The Tier 3 Team will meet as needed during or after the school day, as mutually agreed upon by the Tier 3 Team.
- e. Compensation: Consistent with the collective bargaining agreement, bargaining unit members will be compensated at the per session rate for MTSS meetings outside of their contractual work or released during the school day with a roving substitute teacher as needed.
- f. Pre-service Training: The District and SCTA will jointly develop training that will be made available to the school

- 7. The Parties agree to work collaboratively and reach agreement on the Common Assurances for MTSS Proof of Concept Sites for the 2025-2026 school year by June 13th 2025.

Once agreed, the Common Assurances will guide instruction and tiered support for students at the MTSS Proof of Concept Sites.

The Common Assurances will be rooted in the following core principle:  
Every Student will have access to high quality instruction and interventions matched to their needs in safe, culturally and linguistically responsive learning environments.


- 8. School Site Training: Prior to the commencement of the 2025-26 school year, the District will facilitate a joint training of at least eight (8) hours including the site administration and the certificated staff that will serve as an introduction to MTSS. The training will be jointly developed by the District and SCTA.

### C. Agreement Between the Parties Regarding Implementation

- a. Flexibility and Evaluation: Recognizing that there may be adjustments and changes to the MTSS teams, including staffing, composition, meeting frequency and other matters based on the lived experience at the 10 proof-of-concept elementary school sites during the 2025-26 school year. Any recommended changes for the implementation sites for the 2026-2027 school year should be informed by site feedback and program effectiveness and must be mutually agreed upon by both parties, in writing, prior to making any changes.



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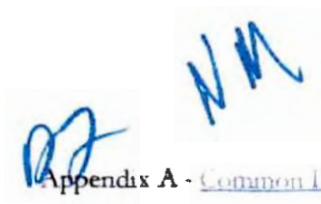


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- b. **Expansion of proof-of-concept sites:** It is the intention of the parties to use the experience at the proof-of-concept elementary school sites to inform the implementation of MTSS at school sites at the elementary, K-8, and secondary school sites throughout SCUSD. Additionally, the work of the design team may continue, as needed, particularly in making recommendations regarding the implementation of the MTSS at the secondary level. Decisions about the number of school sites and the selection of those school sites for the expanded implementation of MTSS will be made by mutual agreement between SCUSD and SCTA. The parties will make every reasonable effort to determine the number and selection of school sites by May 1<sup>st</sup> of the school year preceding the beginning of year implementation date.
  - c. Prior to the implementation of any aspect or phase of the recommendations from the Design Team or adjustments based on the findings from the proof-of-concept sites, the parties shall meet to negotiate over the manner in which the recommendations will be implemented. Any agreement between the parties shall be reduced to writing in an agreement that shall be enforceable under the grievance-arbitration procedures set forth in Article 4 of the Parties' collective bargaining agreement.
- D. The parties agree that this MOU sets forth the exclusive process for the design and implementation of MTSS as it relates to the certificated bargaining unit.



Appendix A - Common Definitions

Appendix D - List of 2025-26 Proof of Concept Sites

- Earl Warren
- H.W. Harkness
- John Cabrillo
- Nicholas
- O.W. Erlewine
- Oak Ridge
- Pony Express
- Suyu
- Tahoe
- Washington





Appendix E - 2025-26 Projected Enrollment Report

**Sacramento City Unified School District**  
**2024/25 Demographics and Enrollment Projections**

**Enrollment Projection Summary by School**

The chart below shows the current enrollment and six years of projected enrollment by school.

Sacramento City Unified School District Enrollment Projection Summary by School							
School	Current Enrollment	25/26	26/27	27/28	28/29	29/30	30/31
	24/25						
Abraham Lincoln Elem	490	458	432	420	417	400	393
Bowling Green Elem	680	669	657	646	634	625	614
Bret Harte Elem	177	172	182	185	178	175	170
Caleb Greenwood Elem	537	511	506	502	488	483	466
Camellia Elem	308	304	298	294	288	283	279
Caroline Wenzel Elem	210	200	180	169	166	167	151
Cesar Chavez Intermediate	355	332	297	279	256	244	241
Crocker/Riverside Elem	640	645	644	628	624	612	607
David Lubin Elem	456	466	470	458	440	437	433
Earl Warren Elem	412	414	403	386	388	373	350
Edward Kemble Elem	448	434	421	408	400	396	398
Elder Creek Elem	712	630	579	518	478	440	435
Ethel I. Baker Elem	609	617	608	611	592	568	566
Ethel Phillips Elem	423	420	402	389	378	363	358
Father Keith B. Kenny	250	234	230	236	226	223	217
Golden Empire Elem	434	414	406	378	369	351	347
H. W. Harkness Elem	286	289	283	293	293	280	274
Hollywood Park Elem	264	282	284	285	279	279	271
Hubert H. Bancroft Elem	402	415	392	380	360	352	346
Isador Cohen Elem	367	378	392	384	368	355	348
James Marshall Elem	330	308	303	304	277	267	264
John Bidwell Elem	256	255	242	224	214	216	213
John Cabrillo Elem	382	381	374	356	349	329	317
John D. Sloat Elem	222	218	208	211	209	203	197
Leataata Floyd Elem	200	183	172	158	148	142	140
Mark Twain Elem	263	289	277	264	255	251	242
Matsuyama Elem	435	436	424	426	427	416	404
Nicholas Elem	472	449	424	392	377	360	350
NJB Community Charter	288	289	286	280	275	272	266
O. W. Erlwine Elem	294	305	301	291	284	278	262
Oak Ridge Elem	432	420	397	381	361	358	356
Pacific Elem	582	552	506	479	445	440	424
Parkway Elem	400	404	382	389	372	368	349
Phoebe A. Hearst Elem	648	638	626	616	604	595	587
Pony Express Elem	359	367	360	362	357	359	363
Sequoia Elem	404	387	380	360	350	333	321
Susan B. Anthony Elem	322	328	331	335	327	322	321
Sutterville Elem	403	391	375	377	368	372	369
Suzu Elem	386	387	385	375	377	365	353
Tahoe Elem	317	328	333	334	331	320	316
Theodore Judah Elem	480	513	521	538	536	533	534
Washington Elem	366	386	381	387	386	397	389
William Land Elem	366	371	379	387	390	403	412
Woodbine Elem	288	283	258	250	240	239	223
Elementary Totals	17,355	17,152	16,691	16,325	15,881	15,544	15,236

