



Jacqueline White
Superintendent

September 25, 2026

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The Honorable Lawrence G. Brown
Presiding Judge
Sacramento County Superior Court
720 9th Street
Sacramento, CA 95814

Re: Career Technical Education: An Underutilized Pathway to Success for High School Students

Dear Honorable Lawrence G. Brown:

We, the undersigned Sacramento County School Districts and Superintendents, appreciate the opportunity to respond to the 2025-2026 Sacramento County Grand Jury report, which was publicly released on June 30, 2026.

In providing this response, we find it necessary to establish the foundational philosophy that drives our programs, as it differs significantly from the framework presented in the Grand Jury's investigation. It should be noted that Career Technical Education (CTE) pathways, academies and electives in Sacramento County are designed for all students and are not intended to place them on an "either college or career" track. Instead, CTE expands students' options by preparing them for both postsecondary education and entry into the workforce. Through hands-on learning, exposure to industry-aligned skills, and opportunities to explore career fields that may or may not require additional education, students can refine their interests while still maintaining full access to college and career pathways. Most, if not all, CTE courses in our districts are UC/CSU approved, ensuring that students are receiving standards-based college preparation courses that equip them for any post-secondary option. The Grand Jury report frames CTE as an either/or system, but that characterization does not reflect how CTE is understood or implemented in our region. In Sacramento County, CTE is deliberately structured as a both/and model that broadens, not limits, students' future opportunities.

In response to this report, it is essential to clarify the difference between a CTE participant and a CTE pathway completer. A CTE participant is a student who engages in one or more CTE courses, often as A-G electives, to examine potential interests or gain specific technical skills. For many students, these courses serve

as a vital tool for career exploration, allowing them to navigate different sectors as they discover their professional goals. Consequently, while a significant portion of the student population benefits from CTE instruction, they may not appear on the CA Dashboard as pathway completers due to the full sequence not being completed.

In contrast, a CTE pathway completer is a student who has successfully passed a designated sequence of courses in one of the 15 industry-specific sectors. In Sacramento County, this sequence includes a concentrator and a capstone course, though the specific requirement of a two- or three-course sequence is determined by individual district preference and policy. The 22.8% completion rate taken from the College and Career Indicator on the CA Dashboard and cited by the Grand Jury is not a number that reflects the true number of students who have completed a CTE pathway. The 22.8% completion rate is indicative of students who completed a CTE pathway and received a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other Smarter Balanced Summative Assessments or completed one semester, two quarters, or two trimesters of college credit courses, outside of the completed CTE Pathway, with a grade of C– or better in academic/CTE subjects where college credits are awarded for each course. This metric overlooks the thousands of additional CTE participants who may have completed a full sequence of CTE courses and utilized these programs to narrow their course of study or engage in career-relevant learning prior to graduation. Understanding this distinction is critical to accurately assessing the broad reach and impact of CTE programs across the county.

Under the leadership of the Sacramento County Office of Education's (SCOE) Director of Career Technical Education, SCOE provides a variety of support to the districts in the county. This includes, but is not limited to:

- **Quarterly Community of Practice Meetings:** CTE lead administrators from each district are invited to receive updates, share best practices and participate in professional learning. These meetings are hosted at various high schools in the region to allow for showcase tours of CTE programs.
- **Bi-Annual Advisory Meetings:** These convenings with industry, post-secondary partners, and labor market experts from the Center of Excellence also satisfy advisory requirements for districts receiving Perkins V: Strengthening Career and Technical Education for the 21st Century Act funding.
- **CTE Data Quality Meetings:** SCOE supports district leaders with technical assistance related to data maintenance, quality and reporting.
- **District Chats:** At the beginning of each school year, the SCOE CTE Director, Pathway Coordinators, and Dual Enrollment Coordinator meet with each district CTE lead(s) to discuss district goals and supports needed for the school year.

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- **CTE Credential Program:** SCOE offers a CTE teacher credential program (providing CTE credentials for all 15 industry sectors recognized in the state of California) in service to the local districts and teacher community.
 - **K12 Strong Workforce Program Coordinators:** SCOE hosts two full-time K12 SWP Pathway Coordinators for the California Community Colleges North/Far North region.
 - **Dual Enrollment (DuE) Coordinator:** SCOE employs a full-time DuE Coordinator to maintain the partnerships with local post-secondary partners including Los Rios Community College District and California State University, Sacramento.
 - **Participation in Statewide Professional Learning:** SCOE staff attend and encourage district participation in the annual Educating for Careers and ACTE Conferences.
 - **Grant Writing and Technical Assistance:** SCOE staff offer grant review, writing, and reporting assistance to local districts providing access to additional financial resources.
 - **SCOE as a Connector:** SCOE provides an on-demand technical assistance hub connecting districts with one another and with relevant resources and information.

Our response to the specific findings and recommendations in the Grand Jury's report are as follows:

Findings and Associated Recommendations:

F1. The Grand Jury finds Sacramento County School Districts' CTE programs offer a significant alternative to four-year college pathways and provide potentially substantial benefits to as many as half of the student population in Sacramento County.

F2. The Grand Jury finds CTE programs are actively supported by the highest levels of administration within Sacramento County school districts.

Response to Findings 1-2

We agree with these findings, however, while we concur that CTE pathways and academies provide substantial academic and workforce benefits to participating students, we do not view CTE as an alternative to four-year college pathways as stated in the report. Rather, we believe that all students should have access to high-quality CTE in support of future goals that may or may not include post-secondary education.

We also agree that CTE programs are actively supported across all staffing levels, including administrative leadership, demonstrating a strong countywide commitment to maintaining high-quality, effective CTE opportunities for all students.

F3. The Grand Jury finds Sacramento County school districts accomplish a great deal with limited local and state revenue for CTE programs.

F4. Funding:

F4a. The Grand Jury finds the total revenue from all sources for CTE is disproportionately low in school budgets, generally less than 2% which severely restricts school districts' ability to implement CTE programs to their maximum potential.

F4b. The Grand Jury finds a significant amount of revenue for CTE programs, at both State and Federal levels, is derived from competitive grants. This requires school districts to develop a resource-intensive and time-consuming grant writing program.

F4c. The Grand Jury finds there are varying levels of financial and in-kind support for CTE programs from local industries and trade groups. These programs are critical to providing the trained workforce needed by local businesses. Without extensive efforts to secure non-governmental resources, CTE programs miss support and critical external relationship opportunities.

R4. The Grand Jury recommends, the following with respect to CTE funding:

R4a. SCOE create and continuously update a database of all grant opportunities and assist districts in the preparation and submission of applications to all available grants. This database to be available to all districts by June 30, 2027.

R4b. All districts aggressively pursue funding from all identifiable sources, including local and industry partners. This effort must be a fully integrated element of each district's CTE administrative procedures to augment state and federal funding. A formal plan to identify and seek support should be in place by June 30, 2027.

Response to Findings 3-4a-c and Associated Recommendation 4a-b

We partially agree with these findings and associated recommendations. While we agree that districts accomplish a great deal with limited dedicated LCFF revenue for CTE, the Grand Jury's conclusions do not fully account for the substantial general-fund commitments required to operate CTE programs, particularly the 2:1 district match mandated by competitive grants such as K12 SWP and CTEIG. These significant local contributions are not reflected in the cited "2%" budget figure.

We concur with the Grand Jury's finding that the competitive grant application process is time- and resource-intensive, requiring CTE administrators to devote significant effort to securing funding rather than advancing key CTE initiatives. This challenge is especially acute for small districts, where limited staff often manage multiple responsibilities, reducing the capacity to complete cumbersome grant applications and reporting requirements in a variety of complex portals. While grant reporting is an important accountability measure, it also consumes administrative resources that could otherwise support program implementation, student services, and continuous improvement efforts. At the same time, districts have limited alternatives, as much of CTE funding at both the state and local levels is structured through competitive grants and associated accountability requirements, making participation in these processes necessary to access critical program funding.

To support grant application efforts, two K12 Pathway Coordinators (PCs) funded by the North Far North (NFN) K12 Strong Workforce Program are hosted at SCOE and regularly disseminate information regarding grant and funding opportunities and provide direct application assistance to districts. Within the NFN Regional Consortium, Director(s) of Employer Engagement (employed by the community colleges) focus on strengthening partnerships with industry and employers. In collaboration with these roles, PCs regularly connect with the Director(s) of Employer Engagement to discuss industry engagement strategies, share opportunities, and coordinate participation in regional events. In response to the Grand Jury's recommendation, SCOE will add a dedicated "Grants" section to the PC's regional website in the fall of 2026 to further streamline access to funding information.

With regards to private funding opportunities, industry engagement varies by sector. High-demand fields such as the building trades invest more heavily in CTE in work-based learning internships, for example, while other industries may contribute through workforce development grants, labor agreements, and state-level initiatives. SMUD, for example, embeds workforce development into their Strategic Directives, resulting in substantial investment in youth training which align with local CTE pathways. These partnerships are typically driven by mutual economic benefit and organizational priorities, not solely educator outreach.

SCOE will continue to support districts by expanding access to grant information and continuing to assist with grant preparation. K12 SWP Pathways Coordinators will continue to distribute regular newsletters to district partners and ensure important grant deadlines, websites and resources are linked for reference. Districts will also continue to pursue funding from all available sources, including industry partners, as part of their ongoing administrative support to strengthen and sustain high-quality CTE programs.

F5. The Grand Jury finds each school district develops its own locally relevant database of critical "high demand, high wage" job availability, both current and anticipated. Failure to adopt a County-wide, systematic approach to data collection leads to inefficiency, duplication of effort, and encumbers rapid assessment of future program direction.

R5. The Grand Jury recommends SCOE, in collaboration with school districts, develop a comprehensive list of current and projected high-demand/high-growth job statistic sources for CTE program planning. This analysis is to be completed and published by June 30, 2027.

Response to Finding 5 and Associated Recommendation 5

We disagree with this finding and associated recommendation as it would duplicate work currently performed by organizations such as Valley Vision and the Centers of Excellence, whose primary responsibility and expertise is to collect, analyze, and disseminate current labor market information. These organizations provide districts with readily available, reliable, and regularly

updated data on regional workforce needs, high-wage occupations, and high-demand industries. Requiring individual districts or county offices to independently maintain this information would result in an inefficient use of limited time and resources, particularly when comparable data already exists through these established entities.

Districts utilize this data in considering programs that are most appropriate for their students. Additionally, this labor market information is required as part of many competitive CTE grant applications to demonstrate that proposed programs align with regional workforce demand and prepare students for high-wage, high-demand careers. Furthermore, the Centers of Excellence continue to be a strong partner providing high-demand/high-growth job statistics as a standing agendized labor market report during our bi-annual advisory meetings. Continuing to leverage these existing resources ensures consistency, accuracy, and efficient use of public resources while avoiding unnecessary duplication of effort.

F6. Program Execution

F6a. The Grand Jury finds school districts, in collaboration with SCOE, meet periodically to discuss ways to advance CTE goals and improve local programs but there is little evidence of systematic investigation into Best Practices across the State and little or no research into Best Practices in other states. Failure to explore these CTE centers of excellence around the country denies Sacramento County of potentially significant improvement ideas.

F6b. The Grand Jury finds partnerships with local businesses, community colleges, and other organizations are one of the most critical factors contributing to the success of CTE programs. Varying levels of success in developing such collaborations is reflected in the effectiveness of different CTE programs.

F6c. The Grand Jury finds a diverse approach to CTE instructor identification, hiring, and retention practices among the school districts in the County with limited involvement with SCOE. The absence of collaborative information sharing and active mutual support in this critical aspect leads to inefficiency and elongated efforts to fill vacant instructor positions.

R6. The Grand Jury recommends districts, in collaboration with SCOE, develop formal plans, based on an analysis of Best Practices from within Sacramento County, other California counties and other states throughout the U.S. to enhance CTE program effectiveness. Areas of focus should include, but not be limited to:

- Expansion of external partnerships
- Instructor candidate identification, recruitment, and retention practices
- Increased coordination with SCOE and other local CTE programs
- Greater engagement with the California Strong Workforce Program
- Collaboration in the construction of a countywide industry board
- Emphasis on developing more dual enrollment programs with local community colleges
- Identification of additional internships leading to apprenticeships

This plan should be completed and in place by the beginning of 2027-2028 school year.

Response to Findings 6a-c and Associated Recommendation 6

We partially agree with these findings and associated recommendations. Currently, county-wide CTE leaders regularly collaborate through SCOE-facilitated quarterly Community of Practice meetings, annual district consultations, bi-annual advisory meetings, and statewide conferences where best practices are shared and discussed. Additionally, SCOE facilitates quarterly meetings with district leads and LRCCD to further encourage collaboration and system-wide change. While examining exemplary programs in other states, as some districts have done, can provide valuable insights, many models are not directly transferable due to California's unique education code, labor laws, funding structures, and accountability requirements.

For example, in regard to student engagement with industry through work-based learning (WBL), recent California legislation requires fingerprinting, background checks, and mandated training of employer hosts prior to student placement in experiences such as job shadows, internships, pre-apprenticeships, and apprenticeships. Districts appreciate that these important safeguards help protect students and promote safe learning environments, however, the additional requirements have increased costs, staff hours and implementation timelines for employers and educational partners, resulting in fewer available work-based learning placements.

In regards to the creation of formal plans, SCOE is available as a resource and technical advisor to districts in their advancement towards the implementation of the 12 Elements of High-Quality College and Career Pathways. While SCOE is not the supervisor or evaluator of this work, we partner with our districts to provide support and resources as requested in their efforts to reach their specific CTE programming goals. The areas of focus listed in Recommendation 6 are in alignment with these 12 Elements as indicated below:

- Expansion of external partnerships
 - Element 12 - Strong Partnerships with Industry
- Instructor candidate identification, recruitment, and retention practices
 - Element 6 - Skilled Instruction and Educational Leadership, Informed by Professional Learning
- Increased coordination with SCOE and other local CTE programs
 - Element 9 - Cross-system Alignment
- Greater engagement with the California Strong Workforce Program
 - Element 11 - Sustained Investments and Funding through Mutual Agreements
- Collaboration in the construction of a countywide industry board
 - Element 12 - Strong Partnerships with Industry
- Emphasis on developing more dual enrollment programs with local community colleges
 - Element 9 - Cross-system Alignment

- Identification of additional internships leading to apprenticeships
 - Element 5 - High-quality, Integrated Curriculum and Instruction

SCOE will continue to facilitate regional collaboration, technical assistance, and the sharing of best practices through its existing network of meetings, professional learning opportunities, and workforce initiatives, while recognizing that it does not have jurisdiction over district hiring and retention. Given the size and diversity of the region, spanning nearly 1,000 square miles, each of the 13 districts is best positioned to identify and respond to the workforce needs of its community while considering broader regional demands. SCOE will also continue to support districts as each establishes CTE plans and strategies that reflect their unique student populations, staffing capacity, and funding aligned to the 12 Essential Elements of High-Quality College and Career Pathways.

F7. The Grand Jury finds, in some districts, there is inadequate awareness among students and parents of CTE programs and the potential benefits of completing a CTE course of study. Diminished appreciation of CTE contributes to lower enrollment in some CTE pathways and courses.

R7. The Grand Jury recommends districts review their CTE awareness efforts to ensure all tools for increased awareness are effectively used. Awareness efforts should encompass a full range of communication methods that engage student populations, parents, community colleges and business partners. This review should be completed by the beginning of the 2027-2028 school year.

Response to Finding 7 and Associated Recommendation 7

We disagree with this finding and associated recommendation. Extensive CTE awareness efforts are consistently underway across the county. Communication with families and communities about the benefits and supports offered through student participation in CTE pathways and academies has been a long-standing challenge. CTE is often referred to as “the best kept educational secret” and understanding this, district staff work diligently to market, communicate and demonstrate the advantages of CTE to students and families each and every school year. Activities such as tours, feeder school visits, open houses, information sessions, career showcases and dual enrollment opportunities all help to promote the impact CTE can have on academic achievement to families and students. One example of this work, regionally is the partnership between the Sacramento Educational Cable Consortium and SCOE to produce videos about CTE programs in high growth areas including Construction, Healthcare, and Public Services to promote these programs to students and families.

In addition, through a collaborative partnership with the Los Rios Community College District and the Sacramento K-16 Collaborative, SCOE helped develop a comprehensive

[Dual Enrollment and Career Education Flipbook](#) that demonstrates the connection between local secondary CTE programs and directly related Career Education programs within LRCCD. This resource was introduced to school counselors during the 2026 Counselor Spring Institute and CTE district leadership at various administrative meetings throughout the spring term of 2025-2026. Plans to meet with school site teams are underway for the 2026-2027 school year. The tool is publicly accessible on the LRCCD websites providing students, families, educators, and community members with direct links to Career Education programs, dual enrollment opportunities, certificates and degree information, transfer pathways, and related support.

SCOE and districts will continue reviewing and enhancing CTE awareness strategies to ensure all available tools are used effectively.

F8. The Grand Jury finds there is inconsistent effort in identification of, and intervention with, students who are experiencing educational difficulties in CTE pathways. Effective and timely counseling by CTE staff of students exhibiting signs of disengagement lowers drop-out rate, increases funding received from the State and increases graduation rates.

R8. The Grand Jury recommends each school district define and adopt a methodology for early and continuous assessment of students enrolled in CTE programs to identify students experiencing challenges. This methodology is to be developed and in place by the beginning of the 2027-2028 school year.

Response to Finding 8 and Associated Recommendation 8

We disagree with this finding and the associated recommendation. Efforts to identify and intervene with students experiencing difficulties in CTE pathways can vary and early, effective support is essential for improving engagement, academic outcomes, and overall program performance. Interventions, however, should be identified and implemented as a part of a larger schoolwide system, such as Multi-Tiered System of Supports (MTSS), in each district.

Students enrolled in CTE programs are fully integrated into the broader school community. All teachers, including CTE educators, have a responsibility under the California Standards for the Teaching Profession (CSTP) that includes the continuous monitoring of student learning, identification of students who are struggling academically or behaviorally, and the use of assessment data to provide timely interventions, differentiated instruction, and appropriate supports to ensure equitable access to learning for all students. All students, including those in CTE pathways, are assigned a school counselor who provides academic, social-emotional, and college-and-career guidance and collaborates with CTE staff when concerns arise. Additionally, both CTE and non-CTE teachers receive support from site administrators to address student performance issues, monitor attendance, identify early signs of disengagement, and coordinate appropriate interventions.

Several district CTE pathways receive specialized funding based on student demographics. Examples include California Partnership Academies (CPA) and Perkins funding which require additional tracking of specific underserved student populations. Increased monitoring of access, attendance and participation outcomes is required and conducted at the site and district level in support of student achievement.

Regionally, to further support students in completing CTE pathways, SCOE and districts continue to work on the development of the CTE Data Visualization Project which provides CTE staff with student course-taking patterns and trends. This data will allow us to identify and address student needs collectively as a region.

F9. The Grand Jury finds soft skills training benefits students at interviews and/or other non-school interactions but integration into CTE courses is inconsistent. Lack of these skills is highly detrimental to students as they interact in new and challenging people-related circumstances outside the school setting.

R9. The Grand Jury recommends all districts that do not provide soft skills training develop and implement such training into CTE course curricula. This effort should be in place by the beginning of the 2027-2028 school year.

Response to Finding 9 and Associated Recommendation 9

We partially agree with this finding and associated recommendation in this area. Soft skills training is embedded within the California CTE Model Curriculum Standards, which require every CTE course to incorporate employability skills as part of its instructional design. These standards ensure that soft-skill development is not an optional add-on but a core expectation across all pathways. Various districts within the region have implemented standalone Career Readiness courses in middle and high school to support the development of these skills and prepare students for engagement with industry.

SCOE will continue to support districts in strengthening and expanding this work and agrees with the recommendation that all districts review and ensure high-quality implementation of their soft-skills instruction.

F10. The Grand Jury finds a lack of organized inter/intra-school district transportation services. This presents a significant barrier to greater participation in CTE course enrollment and efficient utilization of limited resources.

R10. The Grand Jury recommends school districts and SCOE, in collaboration with Sacramento Regional Transit District (RT), develop intra- and inter-district student transportation services to CTE facilities within the County. An analysis of Regional Transit transportation services to be completed by the beginning of the 2027-2028 school year.

Response to Finding 10 and Associated Recommendation 10

We disagree with this finding and associated recommendation. It is our belief that significant efforts have been made to address the transportation needs by both SCOE and the various districts. Sacramento County's geographic realities significantly limit the feasibility of developing new intra- and inter-district transportation services. Spanning approximately 994 square miles, the county's size makes it impractical for existing bus and light rail systems to provide comprehensive access to all education, training, and employment destinations across the region. The dispersed nature of these destinations does not create the consistent ridership patterns needed to justify new transit routes or significant expansions of existing infrastructure. Furthermore, districts that operate their own transportation services already face challenges meeting core transportation obligations, including daily student transportation, field trips, and specialized transportation for students with disabilities. Many are operating at capacity and lack the resources necessary to expand services beyond their own needs through additional intra- or inter-district transportation agreements.

Locally, many districts have implemented innovative strategies to facilitate student access to work-based learning opportunities, including employer-sponsored shuttle services, transportation assistance programs such as HopSkipDrive, and parent-supported carpool arrangements. Additionally, students can participate in the RydeFreeRT program and receive free transit passes for SacRT buses and light rail throughout Sacramento and the surrounding service area. While these efforts have helped expand access, they often present challenges related to cost, liability, safety, sustainability, and scheduling. As a result, these solutions can be difficult to scale and maintain consistently over time, limiting their effectiveness as long-term transportation strategies.

In the report, the Grand Jury recommends centralized Regional Occupational Centers and Programs (ROCP) hubs to provide greater access to CTE pathways for all students. While ROCP funding was phased out in 2013, some densely-populated regions in California have maintained this model through joint agreements between various districts. ROCPs are eligible to apply for state grants such as Perkins V, CTEIG, and K12 SWP, however, these funds are dependent on districts sacrificing a portion of their own Average Daily Attendance (ADA) to support the regional centers. This creates a fiscal conflict, as districts providing ADA to a regional hub effectively lose funding that would otherwise support CTE programs on their own campuses. Furthermore, the prohibitive cost of transportation remains a major barrier to the viability of these programs as noted above.

SCOE will continue collaborating with districts to review existing transportation services and explore practical supports for students.

F11. The Grand Jury finds limited examples of formalized continuous improvement processes in district CTE programs. The absence of a systematic mechanism for identification and

implementation of improvement opportunities makes such efforts less effective and more difficult to explain to decision makers and others interested in the CTE programs.

R11. The Grand Jury recommends school district CTE administrators and SCOE collaborate on the development of a methodology for the evaluation of CTE pathway success. The California Department of Education Twelve Elements of High-Quality Pathways should be used as a baseline. Implementation should be completed by the beginning of the 2027-2028 school year.

Response to Finding 11 and Associated Recommendation 11

We partially agree with this finding and the associated recommendation. School districts are responsible for evaluating and improving their CTE pathways using the California Department of Education's 12 Essential Elements of High-Quality College and Career Pathways, which provide a framework for program planning, implementation, and continuous improvement. These elements address many of the areas identified by the Grand Jury, including industry partnerships, instructor recruitment and retention, work-based learning, dual enrollment, and alignment with regional workforce needs. Additionally, districts seeking major CTE grant funding must complete pathway quality rubrics and demonstrate ongoing program evaluation as part of the application process.

Beginning in 2026, SCOE launched Data Quality meetings to help district teams—including counselors, CTE leaders, and CALPADS coordinators—better understand College and Career Indicator (CCI) requirements, graduation criteria, CALPADS business rules, and the connection between student information systems and state reporting. These efforts are intended to improve data quality and support more accurate measurement of student outcomes.

To further assist with program evaluation, data-sharing agreements exist between many districts and their post-secondary partners (University of California, Davis (UCD), California State University, Sacramento (CSUS), and/or Los Rios Community College District (LRCCD)) as well as required grant administrator organizations (K12 Strong Workforce California Community College Chancellor's Office). To further support regional improvement efforts, SCOE is also developing data-sharing agreements with school districts, in partnership with the K16 Collaborative, that will enable multi-year analyses of CTE and dual enrollment participation and completion by district, school, student group, and pathway. These analyses will provide valuable information to identify strengths, monitor equitable access, and address gaps in participation and outcomes.

SCOE will continue to provide regional coordination, technical assistance, and data resources to support efforts to expand and improve Career Technical Education in the region. However, responsibility for evaluating pathway effectiveness and implementing the 12 Essential Elements of High-Quality College and Career Pathways appropriately resides with each local educational

agency, as districts are responsible for the planning, implementation, and oversight of their own CTE programs.

Thank you for the opportunity to respond to the Grand Jury report. If you have any questions regarding our response, please feel free to call Nicolas Schweizer, Sacramento County Office of Education Associate Superintendent of Business Services, at (916) 228-2561.

Sincerely,

Jacqueline White

[Jacqueline White \(Sep 25, 2026 09:16:14 PDT\)](#)

Jacqueline White

Sacramento County Superintendent of Schools

On behalf of Sacramento County Office of Education and its Board of Trustees

Scott A. Loehr

[Scott A. Loehr, Superintendent](#)

On behalf of Center Joint Unified School District and its Board of Trustees

[David Reilly \(Sep 25, 2026 11:25:23 PDT\)](#)

David E. Reilly, Superintendent

On behalf of Elk Grove Unified School District and its Board of Trustees

Erik Swanson

[Erik Swanson \(Sep 25, 2026 09:27:05 PDT\)](#)

Erik Swanson, Superintendent

On behalf of Folsom Cordova Unified School District and its Board of Trustees

[Anna Trummel \(Sep 25, 2026 16:47:00 PDT\)](#)

Anna Trummel, Superintendent

On behalf of Galt Joint High School District and its Board of Trustees

Robyn L. Castillo

Robyn Castillo, Superintendent

On behalf of Natomas Unified School District and its Board of Trustees

Katherine Wright

[Katherine Wright, Superintendent](#)

On behalf of River Delta Unified School District and its Board of Trustees

Cancy McArn

[Cancy McArn \(Sep 25, 2026 11:43:26 PDT\)](#)

Cancy McArn, Superintendent

On behalf of Sacramento City School District and its Board of Trustees

Melissa Bassanelli

[Melissa Bassanelli, Superintendent](#)

Melissa Bassanelli, Superintendent

On behalf of San Juan Unified School District and its Board of Trustees

Tu Carroz, Ed.D.

[Tu Carroz, Ed.D. \(Sep 25, 2026 09:30:03 PDT\)](#)

Tu Carroz, Ed.D., Superintendent

On behalf of Twin Rivers Unified School District and its Board of Trustees