

**Sacramento City Unified School District  
Board of Education Meeting**

**May 1, 2025**

**Written Public Comments**

Name:	Maryam Rasoli
School:	West Campus
Agenda Item #	7.0
Comment:	<p>Hello everyone, my name's Maryam and Im a senior at West Campus High School. As the eldest daughter of a low-income family and 1st gen college student, I strive for quality education, but due to circumstances, I face obstacles that are out of my control. However, there has been one unique recourse that my high school's provided for the last 2 years that has been a complete game changer in helping me overcome these obstacles, and that's college and career counseling with Mrs.McNamara. And from the struggles I've seen my fellow peers go through, I know that I am not alone in that sentiment.</p> <p>Its widely known that high schools fail to teach so many of the real-life skills that we absolutely need to be succesful adults. And for seniors in highschool who are making the biggest decisions of their lives, that is college and career mentoring. We all know that the journey of higher education can be extremely complicated, with all kinds of deadlines for applicationsand essays and fafsa's. Getting rid of the one person in a school who is guiding students in making the best decisions that will help them achieve their dreams is the equivalent of taking a bunch of young adults, throwing them in the midst of a chaotic wrold, and telling them to survive and be happy. It might sound dramatic, but when you're the one going through this, feeling isolated and stressed and confused, you would know.</p> <p>I had no one to help me navigate my college journey, my parents barely ever stepped into college and they struggled with their English. My teachers were already busy with their own classes and bombardment of recommendation letters. The "general" counselors at my school too had their own heavy workload and couldnt possibly give the dedication and time commitment to every single one of the 200+ seniors, and even fi they could, they did not have the expertise and experience to do it the way a designated college and career counselor could.</p> <p>From college tours that helped me familiarize with the colleges around me, to guiding me through the whirlwind that came with FAFSA and college applications, to helping me perfect my PIQs, and so much more in between, Mrs.McNamara and every other college and career conselor's contributions are absolutely priceless. I understand their may be some issues with budget at this point in time, but I have to stress how our goal is to help our</p>

	<p>students be succesful in highschool and beyond, and taking a decision to remove college and career counseling directly contradicts that. So I ask, please, lets take a step back and reanalyze our goals, so that we can make the best possibel decisions, for our students.</p> <p>Thank you.</p>
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**Written Public Comments**

Name:	Paul Moore
School:	West Campus
Agenda Item #	7.0
Comment:	<p>Dear Board of SCUSD, My Name is Paul Moore, and I am a senior at West Campus High School. I, like all the other seniors here today, owe my college enrollment success to the West Campus College and Career Counselor, Mrs. McNamara. It has become way harder to reach the barrier of higher education over the years, and the whole process has become hidden behind different paywalls, like that of the Princeton SAT Review, and private college counseling. However, Mrs. McNamara has leveled the playing field for all seniors by offering her college admissions evaluation services and expertise to all students, with her goal to make each senior develop a competitive application for admission to any college, particularly the UC's.</p> <p>In the education system and climate of today, there's rarely instances in this process where skill and knowledge of the college admission process is combined with compassion and emotion, both given to us by Mrs McNamara. Obama, in 2009, gave a speech referring to his efforts to improve the national education system where he stated that "In today's world, a good education is no longer just a pathway to opportunity—it is a prerequisite.....and None of us can make it alone. We need our knowledgeable counselors, plus our parents, our teachers, our friends, and all the people around us."</p> <p>I realized over the course of working with Mrs McNamara on UC College applications that Mrs. McNamara has had the greatest impact on my UC application of anyone. She is the work Obama was referring to. As an applicant, I still remember her famous advice that she gave me and others, "show don't tell", and will continue to use it when I look to interview for a dream job or write my resume. Mrs McNamara went as far as to stay on campus with a group of my dedicated peers so late into the night that we got kicked out by the night crew. She read every word we wrote and believed deeply that she could help every one of us into our dream schools. This spring I will attend mine in large part due to her. Due to her hours of countless dedication to me and my peers, we will all succeed with the confidence that we are good enough to do anything. I can't imagine how future generations will be able to succeed in such a magnitude without the help provided by people like Mrs McNamara. Thank You for your time and consideration, and another thank you to Mrs. McNamara for all of her time, effort, and dedication.</p>

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**Written Public Comments**

Name:	Traci Scott
School:	JFK
Agenda Item #	7.0
Comment:	<p>My name is Traci Scott and I am the parent of Kayade King-Scott, a freshman at JFK high school. My son is in the special education program. I recently attempted to make parent teacher conferences with all of his instructors. I wanted to see how he was doing, find out what they saw as his weaknesses and strengths, and how I can assist in supporting him educationally. Honestly, I was dismayed that only two teachers responded to my initial email, but I have taught and worked in education. I know how difficult and time consuming the work can be. As a rule, I give a one-week response time before sending a follow up email. After the follow up email, most of them responded. Two did not. I sent a third email and added the principal to it, that did get a response from one. The last, Ben Teweles, did not. I used the district system to email him twice, in addition, my son's caseworker told him I was trying to contact him. At no point did he reach out to me until after I contacted the VP, Mr. Rogelio.</p> <p>Today, I went to observe his class and meet with him per his instruction to stop by anytime. I sat in the back and watched, thinking I would see interaction between him and the students. What I saw was most of them on their phones or other devices. The room would be difficult for me to concentrate in, let alone a student who needs a more learning-oriented environment. I called my son to me and asked if the teacher had told him he had work due. He told me no.</p> <p>I checked his computer to see what was due, I found his work was either missing or turned in late. This is not like my son. I will be the first to admit, he will not be a learner just for the sake of learning. However, when he is told what to do and understand the assignment, he does his work. The instructions for the assignments were written out on the google class page, but Kayade is not going to ask if he doesn't understand. He quiet and a little shy.</p> <p>After I asked the teacher if we could speak. He had 3 female students sitting as a table juttet up against his desk so I asked if we could meet in the back of the room. When we sat, I thanked him for meeting with me and said I had some concerns. I talked about the classroom environment, and was going to say that I was concerned that he hadn't contacted me when Kayade began having problems. Before I could say a word, he defensively jumped in speaking over me about how he hadn't gotten an email from me. When I tried to say that wasn't what I was going to say he did so again. He literally did not let me finish a sentence, while accusing me of being rude to him. As the late great Maya Angelou said, when someone shows you who they are, believe them. He showed me he is a paycheck</p>

	<p>player skating until he can retire. He showed me his level of attention, empathy and care are not what anyone working with children should have, he showed me my son did not matter – and by his teaching methodology- neither do any of those students.</p> <p>He feels justified in not reaching out to me because he didn't have my email and doesn't like to call homes late – so not contacting a parent obviously trying to reach him is ok to him. My information is in Kayade's file. He could have called or texted, he could have sent a postcard a letter or a telegram, but he chose to do nothing and wants a pass. Today could have gone very differently, but he was rude and disrespectful, but more importantly a D teacher at best</p> <p>My son will not be going back to that classroom. He is developmentally delayed, but by no means is he stupid. He needs patience, attentiveness, and care - Ben Teweles does not possess those. I am sure the students love him- his class is a free period to let loose and relax. I have no problems with a relaxed classroom, I believe that gamification and other learning modalities that encourage students to learn visually, auditorily, and kinesthetically are wonderful, but that is not what I saw. I challenge you all to visit his room without giving him notice first. See what I saw, and hear what I heard.</p> <p>I send this now so that in the future, if this is reported again, there is proof that it is not a one off. I send this so you cannot say you did not know.</p>
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**Written Public Comments**

Name:	Ozra Nobari, MD
School:	N/A
Agenda Item #	7.0
Comment:	<p><i><b>Sending on behalf of Dr. Ozra Nobari, Chief Medical Executive, Sutter Center for Psychiatry</b></i></p> <p>Dear School District Board members,</p> <p>My name is Dr. Ozra Nobari, and I serve as the Chief Medical Officer at Sutter Center for Psychiatry. I’m also a child and adolescent psychiatrist and a passionate advocate for youth mental health in our region.</p> <p>I’m reaching out to request a few minutes on an upcoming board agenda to open a conversation. Our emergency departments are seeing an increasing number of children and teens in emotional crisis, and we recognize that ERs are not the healing environments they need. At the same time, we know outpatient resources are limited, and that schools—often the first to notice when a student is struggling—are carrying a heavy burden.</p> <p>At Sutter, we provide inpatient care as well as outpatient PHP/IOP programs, and while we don’t come with a packaged solution, we do bring a willingness to listen, to collaborate, and to co-create what might be helpful. Across the country, health systems and schools have worked together through initiatives like school-based mental health collaboratives, staff training partnerships, and improved care coordination. Even simple steps—like open lines of communication or shared educational resources—can make a big difference.</p> <p>We’d be honored to learn what your district needs most and explore how we can contribute meaningfully to your efforts.</p> <p>Warmly,</p> <p><b>Ozra Nobari, MD</b> (She/Her/Hers) Chief Medical Executive Pediatric and Adult Psychiatrist Sutter Center for Psychiatry</p>

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**May 1, 2025**

**Written Public Comments**

Name:	Linda McCrea/Omar Ponce
School:	N/A
Agenda Item #	7.0
Comment:	<p>We are writing to express our deep concern regarding the district’s decision to lay off Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), a move that will have significant financial, educational, and equity-related consequences. My name is Omar Ponce, and along with my colleague Linda McCrea, we have proudly served as BCBAs for SCUSD since November 2021. Together, we bring decades of experience from public and non-public schools, in-home services, clinical settings, and center-based programs.</p> <p>The current decision to eliminate in-house BCBA positions has already proven to be both fiscally unsound and misaligned with the district’s equity commitments. Since the initial layoffs last school year, the number of contracted 1:1 aides has more than doubled from approximately 300 to over 600. As a result, costs for agency behavior services have skyrocketed. Service code 535 (BCBA consultation) and service code 340 (1:1 aide support) now represent a ballooning financial burden. To illustrate: one agency’s invoice jumped from \$409,000 to \$1.2 million in a single year. Another rose from \$11,000 to over \$200,000 per month. This trajectory is unsustainable.</p> <p>Had the district proceeded with our in-house plan to assume oversight of all 535 services and direct supervision of 1:1 aides, we would have realized \$4 million in savings in one year. Those savings are not only lost - they’ve grown significantly given the now-doubled number of contracted aides.</p> <p>The current two BCBAs not only provide direct behavior services - they are also 2 of 5 district only Crisis Prevention Intervention (CPI) trainers. Removing these trainers would halt CPI training across SCUSD for the 2025–2026 school year, triggering thousands in retraining costs and disrupting safety protocols that protect students and staff alike. Let us remind you that our previous team, (with 9 BCBA CPI Trainers) was able to train 600+ district personnel in one year. Moreover, BCBAs play a crucial role in advancing equity and accountability. We have supported the Black Parallel School Board (BPSB) Action Plan by pulling, analyzing, and translating large data sets for both the independent monitor and district leadership. Our analytical expertise supports transparency, informs targeted interventions, and aligns with the district’s stated goal of addressing racial and behavioral disparities. In fact, Directive 16, Table 12, Action 1 of the BPSB Action Plan explicitly mandates SCUSD to “devise recruitment and retention strategies” for a more diverse staff,</p>

	<p>including BCBAs. The current layoffs contradict this directive and risk undermining the district's integrity and legal obligations.</p> <p>Other districts - large and small - recognize the irreplaceable value of in-house BCBAs:</p> <p>Elk Grove Unified (62,000 students): 37 BCBAs</p> <p>Folsom-Cordova Unified (23,000 students): 13 in-house BCBAs, no contracted agencies</p> <p>Amador County (4,000 students): 3 BCBAs</p> <p>Twin Rivers, Natomas, San Juan: All have embedded BCBAs in their MTSS and special education teams</p> <p>If smaller districts with fewer resources can prioritize building internal capacity, why can't SCUSD? Relying on external agencies not only sacrifices continuity, quality, and alignment with district culture - it costs more. Investing in our own BCBAs is not a luxury; it's a strategic necessity.</p> <p>We urge the Board to reflect on the following critical questions:</p> <p>What specific plans are in place to support students in the absence of in-house or agency BCBAs and RBTs?</p> <p>What behavioral resources will the district use to ensure students receive effective, ethical, and evidence-based services?</p> <p>How will SCUSD respond to parental requests for Functional Behavior Assessments (FBAs), especially in potential litigation scenarios?</p> <p>How will the district address IEPs that explicitly identify BCBAs in the services, notes, and team composition?</p> <p>How does eliminating BCBAs align with the BPSB Action Plan's directive to retain diverse professionals - especially when BCBAs are named in the mandate?</p> <p>Why is SCUSD diverting millions toward private agencies instead of investing those funds into a sustainable, in-house support model that offers long-term savings?</p> <p>What is the plan for CPI training in the absence of certified in-house trainers, and what will be the cost and disruption associated with rebuilding that system?</p> <p>The cost of cutting BCBA positions is not just financial - it jeopardizes student outcomes, violates equity initiatives, and exposes the district to long-term risk. Retaining our current BCBA team is not only fiscally responsible, it is morally and educationally imperative.</p> <p>We respectfully urge the board to reverse this decision and reinvest in the highly skilled professionals who are already embedded in our schools, committed to our students, and aligned with our district's goals.</p>
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